

THE PERFORMANCE OF CALIFORNIA HIGHER EDUCATION 1994



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

DECEMBER 1994

COMMISSION REPORT 94-19

Summary

In this document, the Commission presents its first annual Higher Education Performance Report, which it developed cooperatively with the systems of postsecondary education, as called for in Assembly Bill 1808 (Chapter 741 of the Statutes of 1991)

The Commission and the systems believe that the performance of higher education can best be understood in the context of the resources available to higher education, such as the characteristics of entering students and the financial support available to institutions. As a result, this 1994 report includes 51 indicators in five areas (1) California's Population -- the major demographic characteristics of California's residents, (2) Fiscal Support -- selected fiscal indicators that include State General Fund appropriations, student fees, and financial aid information, (3) Student Preparation for College -- data about students enrolled in the State's elementary and secondary schools and their academic preparation for college, (4) Student Access -- indicators about new students enrolling in public postsecondary education as first-time freshmen, new transfer students, and graduate students, and (5) Student Experiences and Outcomes -- major outcomes for public postsecondary education, including graduation and persistence rates for all undergraduates and for students with disabilities, as well as degrees awarded and composition of the faculty

The authorizing legislation intends that these annual reports will provide information on "demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation" Unfortunately, this first report does not contain that information. To supply those facts will require the cooperative development of consistent, reliable, and useful measures of these complex outcomes across all systems of higher education in California as well as additional funds for longitudinal analyses of student progress using a "unique student identifier" such as the social security number of each student. The Commission is committed to an iterative continuous process of developing these annual reports in an effort to more fully respond to the intent of the legislation in future years

The Commission adopted this report at its meeting on December 12, 1994, on recommendation of its Educational Policy and Programs Committee Further information about the substance of the report may be obtained from Jeanne Suhr Ludwig, senior policy analyst of the Commission, at (916) 322-8001, or from Marc C Irish, assistant director of the Commission for information systems and administration, at (916) 322-8002 Additional copies of the report may be obtained from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933

THE PERFORMANCE OF CALIFORNIA HIGHER EDUCATION, 1994

The First Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)

POSTSECONDARY

FDUCATION

COMMISSION

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION 1303 J Street • Suite 500 • Sacramento, California 95814-2938



COMMISSION REPORT 94-19 PUBLISHED DECEMBER 1994

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THE PERFORMANCE OF CALIFORNIA HIGHER EDUCATION, 1994

Origins of the report

In 1991, the California Legislature passed and the Governor signed Assembly Bill 1808 (Hayden, Chapter 741 of the Statutes of 1991) with the intention that "demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money"

AB 1808, which is reproduced in the appendix to this document, directed the California Postsecondary Education Commission to develop an annual "Higher Education Performance Report" that provides information to the citizens of the State on significant indicators of performance of California's public colleges and universities. It instructed the Commission to develop the format and content of the report in cooperation with the State's public colleges and universities. This report describes the scope and limitations of this first annual report in the series, explains the context of this report in terms of the educational assessment movement within California and throughout the nation, and summarizes the process involved in developing this first report as well as plans for the second annual report in 1995.

Scope of the report

In cooperation with representatives of the State's public postsecondary systems, the Commission identified five categories of information as pertinent to the performance of higher education in California (1) demographic characteristics of California's population, (2) fiscal support for public postsecondary education, (3) student preparation for college, (4) student access to college, and (5) student collegiate experiences and outcomes

1. Characteristics of California's Population

This section of the report, on pages 11-19, contains information on nine measures or indicators that depict the major demographic characteristics of the State's current and future population, particularly in comparison with the population of the nation at large. Californians, in their roles as residents and taxpayers, are the major users of postsecondary education as well as the major source of its fiscal support, and their changing characteristics present both challenges and opportunities for postsecondary education in the State. Information on the educational attainment of Californians and their average annual income by level of educational attainment is included in this section because these demographic measures -- while not tied directly to California's postsecondary institutions -- nonetheless are indicative of the value of education in California.

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Among the conclusions that may be drawn from this section are the following

- California will be the first mainland state to have no racial/ethnic group comprise a majority of its population as it continues to become more racially and ethnically diverse
- The population age groups traditionally served by California higher education are growing in number and diversity, by 2010, there will be 2.5 million more young people, ages 10 and 19 -- a 64 percent increase
- The record unemployment rates in recent years reflect the State's deepest recession since the 1930s, with younger Californians experienced even higher unemployment rates
- Immigrants continue to settle in California in greater numbers than in the rest of the United States
- The proportion of California's population that is bilingual is twice that of the nation's population -- posing both a challenge and an opportunity for the State
- The proportion of California's citizens with collegiate experience is greater than the nation as a whole
- On the average, additional levels of educational attainment boost annual earnings -- the wage premium for a baccalaureate degree over a high school diploma in 1990 was \$17,400 per year

2. Fiscal Support

Five years ago, information on the financing of postsecondary education may not have seemed pertinent for inclusion in a report on the performance of postsecondary education, but the dramatic shifts in the level and sources of support for public colleges and universities in California over recent years have made fiscal issues central to nearly all public policy discussions. The seven indicators in this section, on pages 21-27, describe changes in State General Fund support, student fee support, and major categories of student financial assistance.

Among the conclusions that may be drawn from this section are the following

- Over the last four years, State General Fund support for public higher education dropped by \$1 1 billion -- a 19 percent decline
- Undergraduate student fees for California residents, on the average, doubled between 1990-91 and 1994-95
- The number of Cal Grant awards has not changes while the number of eligible applicants under the historical criteria has nearly doubled over this period
- Institutionally based grant aid has grown 167 percent and the number of students receiving aid has increased 90 percent in an effort to assure continued access for students with financial need

 As grant aid has become more difficult to obtain, more students -- a 46 percent increase -- have had to assume an increasing burden of debt -- an 87 percent increase in the amount of loan dollars initiated annually -- in order to finance their college education

3. Student Preparation for College

The seven indicators in this section (pages 29-35) focus on California's students in K-12 education and, in particular, on the academic preparation for college of the State's high school graduating classes. This section is intended to provide indicators of both growth and change among one of postsecondary education's primary service populations recent high school graduates.

Among the conclusions that may be drawn from this section are the following

- California's public high school graduates are becoming more diverse in terms of racial/ethnic background, native language, and the diverse cultural experiences these broader categories subsume
- While the high school dropout rate has decreased by nearly 10 percentage points since 1986, the disparities among students from different racial/ethnic groups persists -- differentials that, according to national data, largely disappear once differences in socioeconomic status are considered
- California high school graduates continue to show improvements in their preparation for college. More students are participating in college preparatory curriculum, in standardized college entrance examinations, and advanced placement courses while still in high school.
- College entrance test scores have remained relatively constant over the past 5 years even with more students taking these exams

4. Student Access to College

This section, with 17 indicators on pages 37-53, focuses exclusively on students' access to public postsecondary education, including information about first-time freshmen, transfer students, and graduate students. While the indicators in Sections 1 and 3 above -- characteristics of the State's total population and its recent high school graduates -- provide broad descriptions of postsecondary education's potential service populations, this section describes those individuals who actually enroll in the State's public colleges and universities

Among the conclusions that may be drawn from this section are the following

 California public higher education continues to enroll over 50 percent of recent California high school graduates

- Reflecting the high school graduating class and California's population as a whole, the entering freshman class continues to be more racially and ethnically diverse than in the past
- In spite of the increasing numbers of high school graduates and improving levels of preparation, the college-going rates for recent high school graduates from all racial/ethnic groups have decreased in the last two years -- a trend that may be related to factors described in section 2, such as decreases in State appropriations to higher education, declining availability of State grants, and increasing need to rely on loans to finance a college education
- While the number of Fall term community college first-time freshmen has increased by approximately 2,000 students in the last five years, the State University had 9,000 fewer first-time freshman and the University had 1,500 fewer first-time freshmen in 1993 than in 1989 -- in spite of larger numbers of high school graduates. In general, these decreases in first-time freshmen at the State's public universities appear to be primarily the results of students making different choices -- first, fewer students are applying for admission, and, secondly, fewer students are enrolling once they have been admitted.
- Enrollment opportunities for community college students transferring to the State's public universities have been maintained or expanded. For the State University, students' decisions to apply and to enroll had the greatest impact on increasing the numbers of transfer students. At the University, the number of students applying for transfer had increased for all racial/ethnic groups while the changes in the proportions admitted and the proportions enrolling varied among these groups both factors contributing to a decrease in the numbers of transfer students from historically underrepresented groups.
- In general, graduate program enrollments have been held steady or reduced somewhat, primarily through more competitive admission standards
- The racial/ethnic diversity of graduate students at the State's public universities
 has also expanded over the last five year, primarily as a result of increases in the
 numbers of Asian, and to a less extent, Latino graduate students. Women also
 continue to expand their representation among public university graduate students.

5. Student Experiences and Outcomes

The nine indicators in this section on pages 55-63 are primarily institutional outcome measures, such as graduation and persistence rates and degree production. These represent the only currently available indicators of "students' collegiate experiences" for which California's systems of higher education have developed relatively uniform definitions. One faculty-based indicator is included in this section because of its relation to the outcomes of college -- the size and composition of the faculty by gender and racial/ethnic group.

Among the conclusions that may be drawn from this section are the following

- The five-year persistence rates (proportion who graduate plus the proportion still enrolled) for regularly admitted freshmen have been improving at the State University and the University Similarly, fall-to-fall persistence in the first year for these two groups of students has improved
- Students transferring from a California Community College persist at the same rate in California's public universities as those students who enrolled as freshmen
- While the numbers of students receiving services through programs for students with disabilities has grown substantially in all systems of public postsecondary education the past four years, persons with disabilities who comprise about 10 percent of California's population are less than 4 percent of its post-secondary enrollments
- While community colleges report term-to-term persistence rates for their students with disabilities that are consistent with overall student term-to-term persistence, the five-year persistence rate for freshmen with disabilities and the three-year persistence rates for community college transfer students with disabilities at the State University are somewhat lower than the overall rates for these groups of students. University persistence rates for students with disabilities are unknown at this time.
- Reaping the results of expanded enrollments during the late 1980s and consistent with national trends, production of degrees of all types, except professional degrees in health sciences, has grown over the last six years
- Social sciences and the humanities show the greatest increases and contributed
 the largest numbers to the expansion of degrees awarded, while degrees in the
 physical sciences have decreased also consistent with national trends in degrees conferred
- While some diversity has occurred, the instructional/academic personnel in California's public institutions of education at all levels continues to be composed overwhelmingly of White professionals. Women have expanded their representation at all levels of education, ranging from over 70 percent of the public school teachers to 27 percent of University of California academic personnel.

Limitations of the report

This first annual performance report has several limitations that the Commission will seek to mitigate in future reports

First, this report focuses on statewide and system-level information, and does not include the institutional-level information called for in AB 1808. Fiscal constraints on the Commission and the State's public institutions of higher education have precluded the development of indicators on an institutional or campus level at this time.

Second, the range and quality of the performance indicators presented in this report are constrained by a number of factors. California does not have a single system of postsecondary education. Indeed, public postsecondary education—the focus of the 1994 report—represents only a part of California's entire postsecondary educational enterprise. Independent colleges and universities, private and proprietary postsecondary vocational schools, and the whole complex of education and training programs of business and industry also contribute to the educational development of Californians. Even within the public postsecondary systems—the California Community Colleges, the California State University and the University of California with their multiple campuses—identifying uniformly defined, useful, and valid indicators of performance is challenging

Third and most important, this report lacks indicators of "improvements in student knowledge, capacity, and skills between entrance and graduation," as called for in AB 1808. This lack should not be construed as a total absence of assessment in these areas. For example

- Most community colleges assess their students' educational needs at entry and use these assessments for counseling and course placement purposes
- The California State University and the University of California assess the mathematics and writing competence of their entering students, and the State University assesses the writing skills of its upper-division students
- Periodically, the State University conducts its "Student Needs and Priorities Survey" (SNAPS), which provides campus-by-campus evaluations of academic, co-curricular, and extracurricular courses, activities, services, and opportunities
- And every institution relies on faculty assessments of student academic performance as indicators that students have fulfilled prerequisites for admission to advanced standing or advanced courses and that they should be awarded academic credit or degrees

Nonetheless, the range and variability in these assessments currently do not provide the bases for the development of uniform statewide indicators of changes in students' skills and abilities or their use in this report as reliable and valid measures of student performance

Recognizing the critical importance of continuing improvement in the development and assessment of students' knowledge, capacities, and skills, the Commission is intent upon developing an information base that will demonstrate the commitment and success of California's public colleges and universities in increasing these student competencies. In cooperation with these systems, the Commission will develop additional uniform indicators of student development more directly responsive to the intent of AB 1808 for inclusion in future reports

State and national contexts of performance reports

Indicators of educational performance have been significant components of recent educational reform efforts both in California and nationally In California, the land-mark reform legislation for public schools of the past decade -- the Hart-Hughes

Act of 1983 -- mandated the development of annual performance reports for California's public K-12 schools The resulting performance reports have documented substantial declines in reported student dropout rates and substantial increases in the proportion of graduates who complete a college preparatory curriculum while in high school that is consistent with the courses required for admission to the State's public universities

These accountability measures have been primarily school-based measurements, however, rather than measures of individual student learning. California is currently without a statewide student assessment program. The Department of Education had recently developed the California Learning Assessment System (CLAS) to measure the achievement of individual students in grades 4, 8, and 10, which would provide the means of evaluating increased achievement by individual learners. However, the Governor recently vetoed funding for CLAS in its present form. Methods for examining trends in individual student achievement in elementary and secondary school over time and the ability to link those findings to students' post-secondary achievements will require new collaborative efforts among the schools, the California Department of Education, and California's systems and agencies of postsecondary education.

At the national level, most assessment efforts have also focused on K-12 education The National Education Goals 2000 project has developed an extensive array of performance indicators for children as they progress into and through elementary and secondary school These indicators are important baseline measures for postsecondary education, but they provide limited guidance on the development of a meaningful set of performance indicators for public colleges and universities For example, the federal Goals 2000 effort states as its Goal 5, "The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially" This goal speaks directly to enhancing individual student performance. It seeks improvements in college graduates' abilities to communicate orally and in writing, to question critically, to make sound and realistic judgments as productive and involved citizens, and to solve complex, multidimensional real-life problems that they will confront in whatever field of endeavor they seek to do their life's work Currently, measuring changes along such dimensions are not well advanced, although experts in educational assessment are grappling with this complicated charge

Most educators would agree that these objectives of critical thinking, effective communication, and problem solving have always been among the aims of education -- and remain so to this day. A majority of educators might aver that most college and university courses seek to improve these abilities, and that every student's abilities along these dimensions are assessed in every course.

However, every day, students, parents, taxpayers, employers, and educational institutions assess the results of college education, yet few educational institutions have articulated their expected student outcomes systematically or have provided the public with information about the extent to which they are accomplishing their

objectives, apart from the number of degrees and certificates they award. Many employers complain that college graduates are not well prepared for the world of work, thereby weakening America's competitive position in the world economy. Many members of the public are concerned about the personal and professional value of postsecondary education in light of escalating costs and declining employment opportunities. Taxpayers, parents, and students seek clear information about what they can expect in return for their investment. As a result, the development of valid and reliable measures of student abilities is likely to be the focus of increased assessment efforts both nationally and at state levels. The Commission believes that California, with its diverse student population and complex postsecondary education enterprise, must be an active participant in these efforts if it is to avoid external mandates that are insensitive to California's uniqueness.

In addition, the Commission agrees that California's public postsecondary enterprise requires a base on which it can continually assess improvements in teaching and learning — the Governor's and Legislature's rationale for AB 1808. If the State is to make reasonable, rational decisions about the distribution of its scarce resources for the support of higher education, it must have evidence that these resources are being spent productively. While recognizing that not all the factors that enhance productivity can be quantified, the Commission believes that both the State and its institutions of postsecondary education need benchmarks by which they can assess their progress. Systematic information across all of postsecondary education about student outcomes is critical for educational institutions to maintain support for their core functions.

Moreover, the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) has proposed modifying its accreditation standards. In addition to assessing institutional resources -- such as faculty qualifications, adequacy of library holdings, and the academic preparation of entering students as evidenced by college entrance examination scores -- that commission proposes to emphasize "student outcomes" or "value added" measures. Other accrediting agencies -- particularly in the professions -- are moving in this same direction of performance assessment. The Commission believes that institutional reports developed by the public systems of California higher education in response to AB 1808 should support and assist institutions as they prepare for accreditation reviews by WASC and other accreditation agencies.

Steps in developing this first report

AB 1808 clearly specified a cooperative process between the Commission and California's systems of public higher education for the development of the annual higher education performance reports, and it also identified several types of information to be considered for inclusion in the reports. In response, the Commission established an intersegmental technical advisory committee consisting of representatives from each of the systems in order to provide information about the availability of specified performance indicators, advice about possible additional indicators, and comments about the content, readability, and usefulness of the draft report and the indicators

Initial discussions of that committee helped define the nature and extent of this first report and provided information on the availability of information needed to develop additional performance indicators. Those discussions generated consensus on several matters

- 1 This first report would be limited to information on public institutions, with the hope of including independent and private institutions in later documents
- 2 To the greatest extent possible, the Commission would utilize existing information in creating the reports, thereby minimizing new reporting demands on the systems, and it will provide an appropriate context for each measure used
- 3 The information presented must be clear, concise, reliable, and consistently available across all institutions and systems
- 4 Measures must be representative of the missions of each system and the diversity of the types of students attending each system
- 5 Because of existing limitations in the statewide database caused by the lack of a "unique student identifier," annual reports would include cross-sectional data until such time as longitudinal data become available
- 6 The Commission and the systems would continue to improve the accuracy, consistency, and generalizability of information for inclusion in the reports in order to increase their responsiveness to the legislative charge of AB 1808
- 7 Efforts would continue to incorporate into the design of the reports existing and pending federal reporting requirements, such as those responding to Student Right to Know legislation, the State Postsecondary Review Entity (SPRE) program, and changes in the federal Integrated Postsecondary Education Data System (IPEDS) of the U.S. Department of Education. This commitment results from the need to eliminate --to the greatest extent possible -- redundant requirements and unnecessary reporting burdens on institutions.

As the Commission continues to develop the quality and scope of these performance reports, broad-based consultation, in addition to that provided by the technical advisory committee, will be essential

Plans for the second annual report in 1995

As noted above, many of the measures requested by AB 1808 could not be included in this 1994 report because they either lack clear and consistent definitions or availability of information across institutions within each system or among systems. However, the Commission is committed to adding these measures in later reports -- most urgently, those that assess "demonstrable improvements in students' knowledge, capacities, and skills," as called for in the legislation. Thus, the Commission has proposed an iterative process of developing future reports, with each annual document more closely fulfilling the basic objectives of AB 1808.

For example, the Commission expects to include in the 1995 report information on entry assessment, remedial course participation, and additional faculty characteristics. Collaborating with the systems and appropriate State agencies, the Com-

mission will also explore the inclusion of employment data on graduates. In addition, it expects that the 1995 report will include information on California's independent colleges and universities, and -- to the extent possible -- private postsecondary institutions

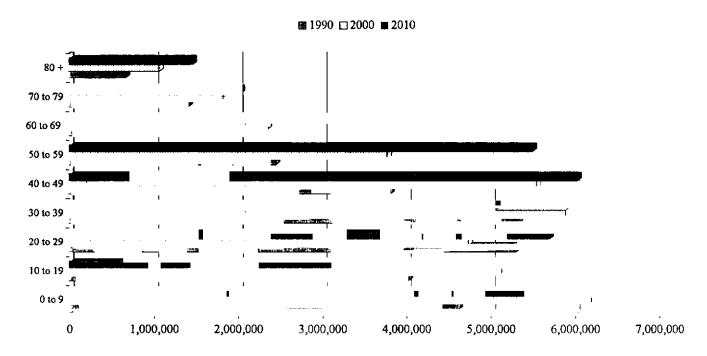
As also noted earlier, limitations in the Commission's current statewide database has forced the Commission to rely in this report on cross-sectional information about students across systems rather than on longitudinal data regarding changes in individual students. The Commission has sought a budget augmentation to enhance its ability to maintain a longitudinal student database, to add data storage capacity, and to provide support for the development of the computer programs necessary to fully utilize longitudinal data and generate individual college and university performance reports as AB 1808 required

In addition to the budget augmentation, the systems of postsecondary education also need to supply common, unique student identifiers to the Commission to make the longitudinal system operational. The Commission has requested that the systems begin submitting students' social security numbers at the earliest possible time to ensure timely development and use of the longitudinal reporting system when funding is provided. Meanwhile, the Commission will continue to present cross-sectional information about students.

In addition, the Commission believes that it needs to augment its existing database with an indicator of student disability status to ensure that it can monitor progress in achieving educational equity with respect to this population of students. This data element will be requested for the Fall 1995 reporting cycle and the Commission intends to expand its indicators for disabled students substantially in the 1996 report.

Turning from the likely *substance* of future reports to the *process* of developing them, in the coming year the Commission will expand its consultation beyond this year's technical advisory committee to include a number of other more broadly constituted intersegmental groups for reviewing this first report and offering suggestions about future editions

Age Composition of California's Population, 1990, and 2000 and 2010 projected



1990			2000)	2010			
Age	Total	Percent	Age	Total	Percent	Age	Total	Percent
0 to 9	4,608,417	15 5	0 to 9	6,185,884	17 0	0 to 9	6,459,004	15 2
10 to 19	4,015,354	13 5	10 to 19	5,125,119	14 1	10 to 19	6,580,520	15 5
20 to 29	5,296,851	178	20 to 29	4,729,547	13 0	20 to 29	5,695,782	13 4
30 to 39	5,374,391	18 1	30 to 39	5,881,538	16 I	30 to 39	5,061,516	119
40 to 49	3,800,532	12 8	40 to 49	5,540,510	15 2	40 to 49	6,025,567	14 2
50 to 59	2,440,575	8 2	50 to 59	3,766,338	10 3	50 to 59	5,494,257	13 0
60 to 69	2,158,218	73	60 to 69	2,340,087	64	60 to 69	3,610,746	8.5
70 to 79	1,405,070	47	70 to 79	1,819,849	5 0	70 to 79	2,024,026	48
80 +	660,883	2 2	80 +	1,054,985	2 9	80 +	1,456,719	3 4
TOTAL	29,760,291		TOTAL	36,443,857		TOTAL	42,408,137	

Definition of Measure: Composition of California's population by age according to the 1990 Census and the Department of Finance Demographic Research Unit population projections for 2000 and 2010

Use(s) of Measure: This measure describes the size of the current and future potential service population for California postsecondary education institutions for planning and evaluation purposes

Related Measures: Measure I B on the following page describes the changing racial/ethnic composition of

California's population

Comparison Group: The twenty-year comparison period was chosen as the current planning time frame for

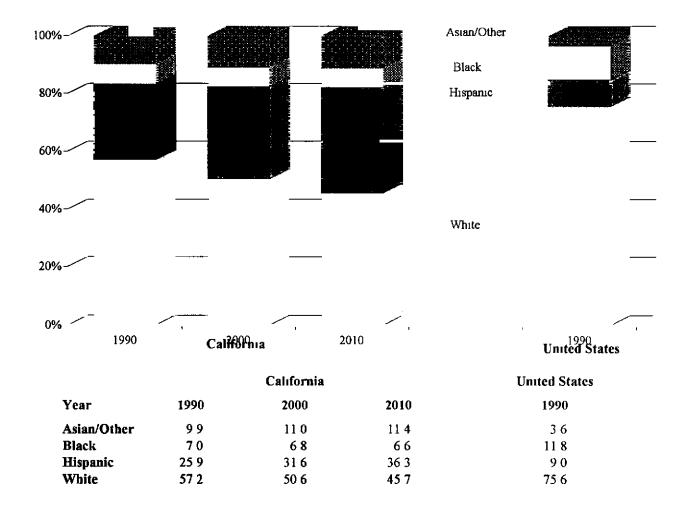
postsecondary education

Analysis: By 2000, the number of children under nine is expected to increase by 1.5 million By 2010,

these children will potentially begin to place enormous demand on postsecondary education. Over this same period, the number of those over 80 will double, potentially placing enormous

demand on the State's health and welfare sector

Racial/Ethnic Composition of California, 1990, 2000, and 2010 and United States, 1990



Definition of Measure: Composition of California's population by major racial/ethnic groups according to

the 1990 U S Census and California Demographic Research Unit population projections

for 2000 and 2010

Use(s) of Measure: This measure describes the current and future potential service population by racial/ethnic

groups for California postsecondary education institutions for planning and evaluation

Related Measures: With Measure I A, it describes the changing demography of California's population

Comparison Group: Issues related to educational equity are likely to persist over the next twenty-year

planning period for postsecondary education

Analysis: California will become the first mainland state to have a majority non-White population

sometime around the turn of this century California has a much larger representation of Latino and Asian residents and a smaller proportion of Black reidents than the nation

as a whole Subsumed within these broad categories are also major population

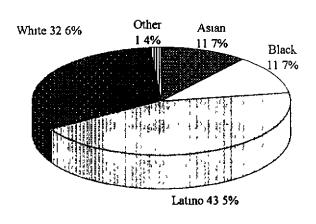
variations in terms of language and cultural heritage

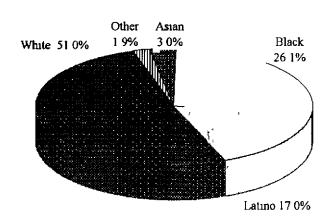
C

Racial/Ethnic Composition of the Population Living in Poverty in California and Nationally, 1990

California's Poor

United States' Poor





Racial/ethnic group	Cai	ifornia	United States		
	Percent of All Poor	Poor as Percent of Each Group	Percent of All Poor	Poor as Percent of Each Group	
Asian	10 8	14 1	3 0	13 4	
Black	11 7	198	26 1	28 3	
Latino	43 5	20 5	170	24 8	
White	32 6	68	510	10 1	
Other	1 4	20 0	19	30 3	

Definition of Measure: Racial/ethnic composition of the populations with income levels below the poverty

threshhold for their family size in California and in the United States

from the 1990 U S Census

Use(s) of Measure: This measure describes the racial/ethnic composition of that portion of California's

and the nation's population that is most likely to be in need of social assistance

Related Measures: Measures I A and I B on the previous pages provides the total population context

for this measure

Comparison Group: The racial/ethnic composition of the nation's population living in poverty was used as the

comparison primarily to highlight the similarities and differences among these groups

Analysis: Socioeconomic status is obviously very skewed by racial/ethnic group and the combination

of these characteristics identifies a subpopulation who are currently underrepresented in

postsecondary education, and whose basic subsistence needs may compete with

postsecondary education for the available public resources

D

Annual Average Unemployment Rates for Labor Force Groups by Gender and Age Group, 1985-1993

	Men an	d Women						Age	e Grou	p			
10 0 8 0 6 0			•	- ▲	30 25 20 c	•	•			_•	مريمر	<u>,</u>	→
20					10 5	- <u>*</u>	¥	<u>-</u> ₩_	ž		*	*	— ,
1985	1987 ··· 1988 ··	1989 ·· 1990 ·· 1991 ··	1992	1993	0 1985	9861	1987	8861	1989	0661	1661	1992	1993
	— □ — Men	—▲ Women					 Δ 25-	64 -◆	16-19	≭ T	otal		
	Men	Women	l				25-64		16	-19		Total	
1985	72	7 1			1985		5 7		2	0 1		7 2	
1986	67	6 7			1986		53		1	8 1		67	
1987	58	5 7			1987		46		1	69		58	
1988	5 4	5 1			1988		4 1		1	5 7		5 3	
1989	51	5 1			1989		4 0		1	39		5 1	
1990	5 7	5 5 '			1990		46			56		5 6	
1991	79	7 1			1991		6 3			0 1		7 5	
1992	9 4	86			1992		78			5 1		9 1	
1993 *	98	8 8			1993 *		74		2	66		9 3	
 11-month es 	timate												

Definition of Measure: Unemployment rates are from the U S Department of Labor, Current Population Survey,

as reported by the California Employment Development Department

Use(s) of Measure: Labor market participation provides an indicator of economic health and a source of state tax

revenues It also serves as an indicator of training or retraining needs among those interested in

but unable to find work

Related Measures: Measure II A and III A provide pertinent data to interpreting economic trends and education trends

related to this measure

Comparison Group: The timeline emphasizes the depth of the current recession while the gender and age comparisons

illustrate the differential impact of limited employment opportunities

Analysis: The current economic recession that began in 1989 steadily deepened through 1993

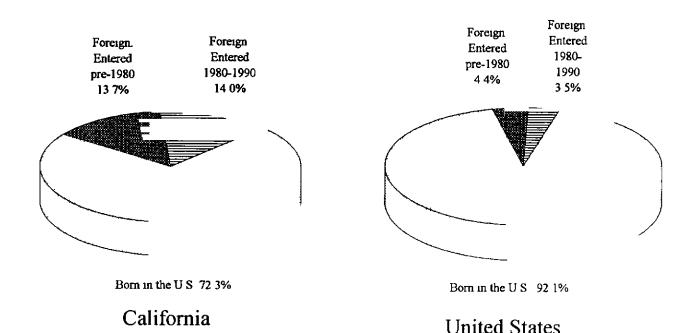
The likelihood of unemployment was somewhat greater for men than for women, probably related to the differential impact of the recession on fields in which men predominate, and for younger workers rather than prime age (25-64) workers. These employment rates had a dampening effect

on state tax revenues which, in turn, affected State support for postsecondary education

Contrary to historical trends, increasing unemployment during this recession has not been linked

to increasing postsecondary education participation

Composition of the Population of California and the United States by Place of Birth, 1990



Place of Birth California United States In the United States 72 3 92 1 Foreign, Entered pre-1980 13 7 4 4 Foreign, Entered 1980 to 1990 14 0 3 5

Definition of Measure: Composition of the population of California and the United States based on place of birth

within and outside of the United States and further differentiated by time period of entry

to the US from the 1990 US Census

Use(s) of Measure: The measure describes the international in-migration of California's population in contrast

with the overall national in-migration

Related Measures: Measure I E 2 that displays English use and proficiency may be related to levels of the

population's mobility

Comparison Group: The national comparison is made to highlight the greater diversity within California's population

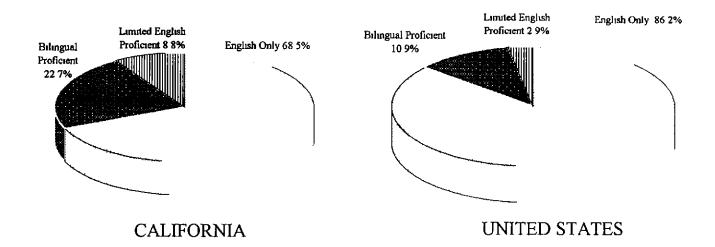
Analysis: Three and a half times as many Californians were born outside the United States than is the case

for the nation as a whole. In addition, a larger proportion of these immigrants entered the state during the 1980s than in the entire pre-1980 period. These very gross numbers camouflage the enormous diversity in language and culture these new residents bring to California. While this diversity contributes to the social, economic, and educational challenges facing the state, it also contributes to the vitality of the state and, if responded to appropriately.

contributes to greater opportunities in the international arena

E2

Comparison of Language Spoken in the Home in California and in the United States, 1990



Language Spoken at Home	California	United States	
English Only	68 5	86 2	
Bilingual Proficiency	22 7	10 9	
Limited English Proficiency	8 8	2 9	

Definition of Measure: Composition of the population of California and the United States from the 1990 U.S. Census

based on the language spoken at home

Use(s) of Measure: This measure assists in understanding how California's population differs from that of the U.S.

in English language acquisition highlighting potential educational needs as well as

multilingual skills

Related Measures: Measure III C reflects this characteristic in the K-12 student population Measure I E 1 highlights

recent foreign immigration that may be correlated with this measure

Comparison Group: The national comparison is made to highlight the special needs within California

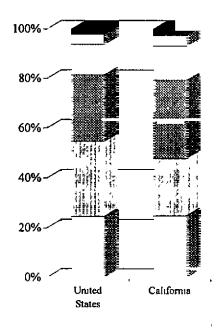
Analysis: The proportion of Californians with limited English proficiency is three times the national rate

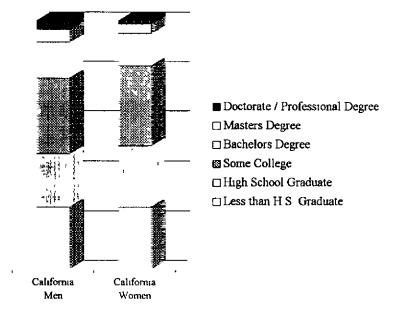
The need for adult education course in English as a Second Language (ESL) is critical in some parts of the state. On the other hand, the proportion of the state's population that is bilingually proficient

is twice that of the nation's population. These individuals, provided they receive adequate educational opportunities and support, can be a tremendous asset for meeting the state's educational needs, as well as enhancing its economic viability in the international arena.

F1

Educational Attainment of Adults, 18 Years and Older, in California and Nationally, 1990





	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate/ Professional Degree
UNITED STATI	ES 246	30 1	26 8	12 3	4 1	2 2
CALIFORNIA	24 8	23 1	31 3	13 9	4 4	2 6
California M	len 24 9	21 5	30 4	14 6	5 1	3 6
California Wom	ien 24 8	24 6	32 3	13 1	3 7	1 5

Definition of Measure: Level of educational attainment of California and national adult population, 18 years and older,

as reported in 1990 U S Census

Use(s) of Measure: This measure describes the composition of California's total adult population and by gender

in terms of educational attainment in comparison to that of the nation

Related Measures: Measure I F 2 describes variation in educational attainment within California's population

while Measures III A, III B and IV A describe emerging patterns of education participation

Comparison Group: The national comparison provides a context within which to consider variations in

educational attainment

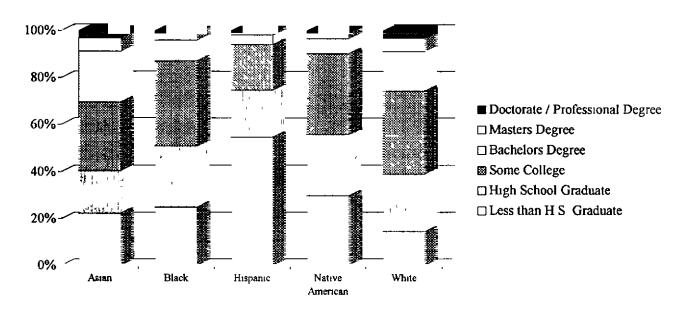
Analysis: While the proportion of California's and the nation's adult population that has not completed

high school is very similar, a larger proportion of Californians have had collegiate experience. At each degree level, the proportion of Californians with such credentials exceeds the national proportion. While a larger proportion of women than men complete high school.

and have some collegiate degrees experience, the proportion of men earning collegiate degrees

F 2

Educational Attainment of California Adults, 18 and Older, by Racial/Ethnic Group, 1990



	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate/ Professional Degree
Asian	22 3	18 2	29 1	21 7	5 6	3 2
Black	24 9	26 0	36 3	8 9	2 8	12
Hispanic	54 6	20 1	19 4	4 0	1 1	0 8
Native American	29 8	26 I	34 5	6.4	2 2	1.1
White	14 5	24 5	35 3	16 9	5 5	3 3
Total California	24 8	23 1	313	13 9	4 4	2 6

Definition of Measure: Level of educational attainment in California adult population 18 years and over

by racial/ethnic group as reported by the 1990 U S Census

Use(s) of Measure: This measure describes the current status of educational attainment among Californians, by

racial/ethnic group, as a baseline for examining current and future trends in

participation in education

Related Measures: Measure III A, III B and IV A describe emerging patterns of educational participation and

attainment Measure I G describes variations in annual earnings by level of education attainment

Comparison Group: Differences among Californians of different racial/ethnic groups as well as between Californians

and Americans generally paints a complex picture of educational participation

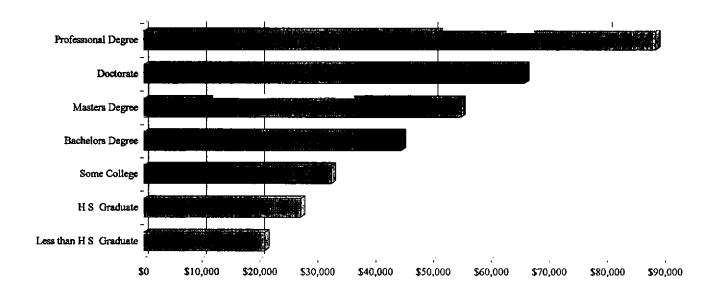
Analysis: Huge differences in educational attainment exist among Californians from different racial/ethnic

groups highlighting variations in potential educational needs and likely earning capability as suggested by Measure I G. This measure is also undoubtedly affected by immigration patterns presented in I E. Consideration of the correlation between ethnicity and socio-

economic status is pertinent to interpreting these differences

G

California Average Annual Earnings by Level of Educational Attainment, 1989



	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Annual			-	-	_		
Income	\$20,816	\$27,009	\$32,280	\$44,414	\$54,782	\$65,738	\$88,296

Definition of Measure: Average annual income of California civilians, 18 years and older, who worked full-time

year-round in 1989 according to the 1990 U.S. Census

Use(s) of Measure: This measure describes the differences in average annual income earned in California in 1989

by individuals working full-time with different levels of education From these data,

income differentials by educational level can be imputed

Related Measures: Measure I F 1 describes differences in educational attainment among the 18 and older

population Measure I D describes unemployment in California

Comparison Group: This measure focuses on average income across levels of education to emphasize

> the income differences related to educational level. Income differentials exist across gender and racial/ethnic groups as well but differentials across educational level persist

Analysis: On the average, with each additional level of educational attainment, full-time workers

> can expect a substantial increase in annual earnings. The differential earnings related to receiving a Bachelors degree over a high school diploma is \$17,000. In order to estimate payback on investing in an undergraduate degree, these differentials for young adults would be needed However, it is clear that those with more education are likely to earn more

over their career and are likely to make greater tax contributions

9

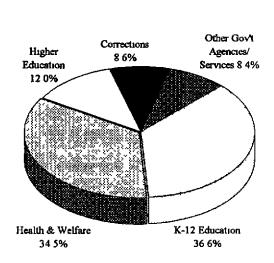
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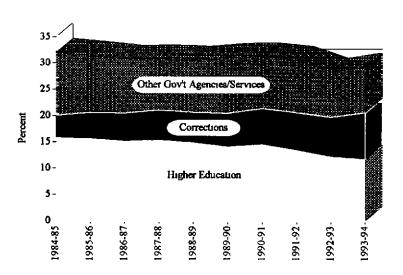
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1

A

State General Fund Appropriations by Major Budget Area, 1984-85 Through 1993-94





Proportion Appropriated to Non-Statutorily Determined Categories, 1984-85 to 1993-94

Distribution of 19		Higher Education	Corrections	Other				
	1990-91		1993-94		1984-85	15 9	41	12 0
		Percent		Percent	1985-86	15 7	4 8	10 9
Total State General Fund	\$40,071,261		\$39,297,382		1986-87	15 2	5 2	10 3
Public K-12 Education*	14,265,442	35 6	14,327,136	36 5	1987-88	15 4	5 6	98
Health & Welfare*	13,376,846	33 4	13,551,473	34 5	1988-89	15 0	5 6	99
Higher Education	5,832,544	14 6	4,723,704	12 0	1989-90	14 2	6 2	10 7
Corrections	2,666,939	66	3,396,598	86	1990-91	14 6	66	98
Other Government	3,929,490	98	3,298,471	8 4	1991-92	13 5	70	10 0
Agencies/Services					1992-93	12 1	7 4	86
*statutorily determined					1993-94	12 0	86	8 4

Definition of Measure: State General Fund appropriations budgeted in recent years by major budget categories and the

proportions of these funds appropriated to non-statutorily determined categories in the last ten years

Use(s) of Measure: This measure describes the proportion of General Fund revenues appropriated to each major

budget category and illustrates the changes in the relatively priority of those categories that are

not specified in statute

Related Measures: Fiscal measure II B on the next page describes the changing relation between public subsidy

and user subsidy for public postsecondary education

Comparison Group: The comparisons included in this measure illustrate the other public services that compete with

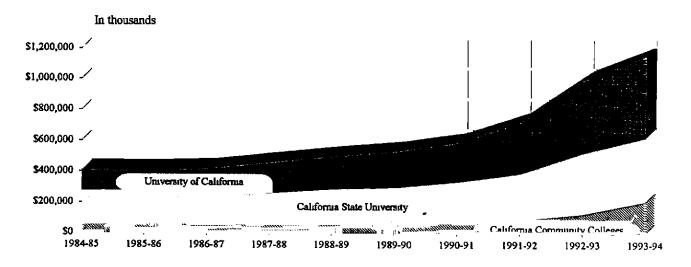
Higher Education for General Fund support

Analysis: Over the last ten years, the statutory funding requirements for Health and Welfare and Public K-12

Education have consumed a larger proportion of State General Funds Of the balance the proportion allocated to Corrections has increased while the proportions for Higher Education and other government agencies and services have decreased Higher education's smaller share

of a smaller State General Fund yielded an appropriation below its 1986-87 level

Resident Student Fee Revenues for Public Postsecondary Education, 1984-85 Through 1993-94



	California Community Colleges	California State University	University of California	TOTAL
1984-85	\$66,100,000	\$173,340,000	\$167,089,000	\$406,529,000
1985-86	\$66,500,000	\$170,636,000	\$168,883,000	\$406,019,000
1986 -8 7	\$66,969,000	\$174,455,000	\$174,831,000	\$416,255,000
1987-88	\$65,926,000	\$195,960,000	\$194,579,000	\$456,465,000
1988-8 9	\$65,237,000	\$220,663,000	\$210,556,000	\$496,456,000
1989-90	\$ 65,036,000	\$233,012,000	\$229,855,000	\$527,903,000
1990-91	\$72,2 63,000	\$262,206,000	\$251,441,000	\$585,910,000
1991-92	\$82,278,000	\$305,623,000	\$328,550,000	\$716,451,000
1992-93	\$122,575,000	\$400,327,000	\$466,935,000	\$989,837,000
1993-94	\$206,664,000	\$416,606,000	\$526,151,000	\$1,149,421,000

Definition of Measure: Student fee revenues in public postsecondary education (CPEC, Fiscal Profiles)

Use(s) of Measure: This measure documents the change in the level of user support from California students

for public postsecondary education over the last ten years

Related Measures: Measure II A on the previous page shows recent changes in tax support for

public postsecondary education. Measure II C shows the per student fee level

for each of the public systems

Comparison Group: The ten-year period was used to show the relative stability in the first five years

of the period compared to the rapid change occuring in the last five years

Analysis: During the growth period of the late 1980s, revenues from student fees increased

at an average annual rate of only 6 percent Since 1990-91, the average annual rate of increase in student fee revenues was 28 percent. As State General Fund support declined,

institutions increased their reliance on their only easily manipulable source of revenues -- student fees This increase in user fee support is consistent with

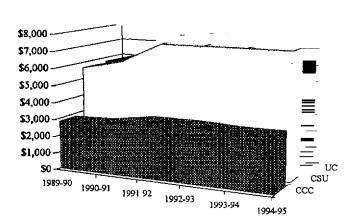
governmental policies in a number of other public service areas in recent years

C Undergraduate Resident Fees and Nonresident Tuition in Public Postsecondary Institutions, 1989-90 Through 1994-95

Undergraduate Systemwide Fees

\$5,000 \$4,000 \$2,000 \$1,000 \$0 1989-90 1990-91 1991-92 1990-92 1991-92 1991-92

Nonresident Tuition



	University of California		California S	tate University	California Community Colleges		
	Resident Fees	Non-Resident Tuition	Resident Fees	Non-Resident Tuition	Resident Fees	Non-Resident Tuition	
1989-90	\$1,476	\$5,799	\$708	\$5,670	\$100	\$2,815	
1990-91	1,624	6,416	780	6,170	100	2,888	
1991-92	2,274	7,699	936	7,380	120	3,240	
1992-93	2,824	7,699	1,308	7,380	210	3,240	
1993-94	3,454	7,699	1,440	7,380	390	3,120	
1994-95	3,799	7,699	1,584	7,380	390	3,120	

Definition of Measure: Undergraduate resident fees and nonresident tuition as established by the systems

of public postsecondary education

1994-95

Use(s) of Measure: This measure shows changes in one of the major components of the cost to students

to attend public postsecondary institutions in California -- systemwide fees/tuition

Related Measures: Measure II B on the previous page shows the cumulative impact of changes in fee levels

on revenues to public postsecondary edcuation Measure IV A, that shows college-going

rates, raises interesting questions about the relation of cost and demand

Comparison Group: The time period covered shows very substantial annual resident fee increases occurring

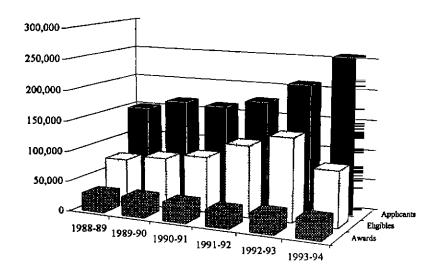
while nonresident tuition was relatively stable

Analysis: In general, resident students must currently pay annual systemwide fees that are two to

three times greater than those of only four years ago. The relation of cost to access requires substantial new analyses. Increases in nonresident tuition occurred during an earlier period. Declining nonresident applications and enrollment suggest that current tuition levels maybe effective depressors of nonresident enrollment demand.

D

Number of CalGrant Applications, Eligibles, and Awards, 1988-89 Through 1993-94



Year	Applicants	Eligibles	Awards	Ratio of Eligibles to Awards		
1988-89	150,419	74,000	29,720	2 5		
1989-90	166,742	83,000	31,220	2 7		
1990-91	163,655	92,235	31,220	3 0		
1991-92	176,871	117,882	27,445	4 3		
1992-93	209,468	137,123	31,220	4 4		
1993-94	257,373	91,393 *	31,220	2 9		

^{*}CalGrant eligibility criteria changes in 1993-94 excluded 76,637 previously eligible applicants

The California Student Aid Commission annually computes the number of valid complete applications for Cal Grants, the number of these application that are eligible to receive such state grants and the number of such grants actually awarded, given the State appropriations level for Cal Grants

Use(s) of Measure:

This measure shows changes in the demand and eligibility for financial assistance of California students in comparison to the availability of one type of such assistance, Cal Grants

Related Measures:

Measure II C identifies one of the major contributors to the level of student need -higher fees Measures in II E present other relevant financial aid information

Comparison Group:

The comparison of applicants and eligibles to awards shows the changing relationship between demand and supply of this type of financial assistance. The time period covers that period during which the most dramatic changes in student fees have occurred

Analysis:

While demand and, indeed eligibility, for CalGrants has always outstripped the availability of this type of aid, the recent stagnation in the awards granted has increased the ratio of eligibles to awards from 2.5 in 1989-90 to 4.4 in 1992-93. Eligibility criteria changed in 1993-94 which constricted the eligible population, thus reducing the ratio to 2.9.

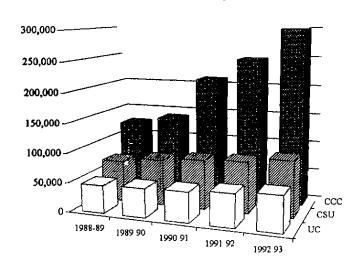
EI

Total Financial Assistance for Undergraduates in Public Colleges and Universities, 1988-89 Through 1992-93

Total Financial Aid Awarded

\$450,000 \$400,000 \$350,000 \$250,000 \$150,000 \$100,000 \$500,000 \$1988-89 1989-90 1990-91 1991 92 1992 93

Number of Aid Recipients



Total Aid Awarded (in thousands)

Number of Recipients

	CCC	CSU	UC		CCC	CSU	UC
1988-89	\$191,237	\$229,246	\$193,459	1988-89	125,000	70,019	46,957
1989-90	\$210,542	\$266,135	\$215,299	1989-90	137,281	78,029	49,045
1990-91	\$205,951	\$294,955	\$248,716	1990-91	209,743	83,898	51,248
1991-92	\$238,732	\$334,220	\$302,127	1991-92	247,222	87,071	55,577
1992-93	\$272,833	\$402,893	\$358,370	1992-93	299,098	95,116	60,382

Definition of Measure: Number of undergraduate financial and recipients and total aid dollars from all sources as

reported by the California Community Colleges, the California State University and

the University of California

Use(s) of Measure: This measure describes changes in the numbers of undergraduates receiving student financial

aid and the total amount of aid awarded at the three public systems

Related Measures: Measures II E 2 and 3 also illustrate changes in aid conditions and II C shows changes in one

aspect of students' costs of attending college -- fees

Comparison Group: The last five years have shown the most dramatic changes in this measure across all systems

Analysis: Over the last five years, the number of financial aid recipients has increased 36 percent at the State

State University and 29 percent at the University and 139 percent at the community colleges. The average annual total aid per recipient increased from \$3,274 in 1988-89 to \$4,236 in 1992-93.

at the State University and from \$4,120 to \$5,935 at the University while it decreased from

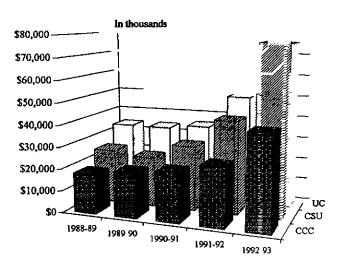
\$151 to \$91 at the community colleges

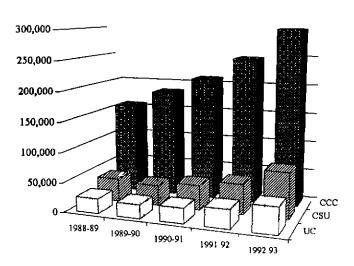
E2

Total Institutional Grant Aid for Undergraduates in Public Colleges and Universities, 1988-89 Through 1992-93

Total Grant Aid Awarded

Number of Grant Aid Recipients





Total Institutional Grant Aid Awarded (in thousands)

Number of Recipients

	CCC	CSU	UC		CCC	CSU	UC
1988-89	\$17,961	\$24,709	\$33,595	1988-89	155,476	38,778	25,586
1989-90	\$20,151	\$22,672	\$33,478	1989-90	183,535	34,059	23,288
1990-91	\$22,178	\$29,425	\$35,064	1990-91	209,743	42,114	26,115
1991-92	\$26,518	\$42,244	\$50,074	1991-92	247,222	51,232	32,464
1992-93	\$42,010	\$76,966	\$75,791	1992-93	299,098	77,391	44,339

Definition of Measure: Number of undergraduates receiving institutional grant and total grant and dollars as reported

by the California Community Colleges, the California State University, and the University

of California

Use(s) of Measure: This measure describes changes in the number of undergraduates receiving institutional grant

aid at the three public systems and the total amount of this aid awarded

Related Measures: Measures II E 1 and 2 also illustrate changes in aid conditions and II C shows changes in one

aspect of students' costs of attending college -- fees

Comparison Group: The last five years have shown the most dramatic changes in this measure across all systems

Analysis: The number of undergraduates receiving institutional grant aid over the last five years has nearly

doubled at the community colleges and the State University and increased by 73 percent at the University. The average annual institutional grant and per recipient increased from \$116 to \$140 at the community colleges, from \$637 to \$995 in at the State University and

from \$1,313 to \$1,709 at the University between 1988-89 and 1992-93

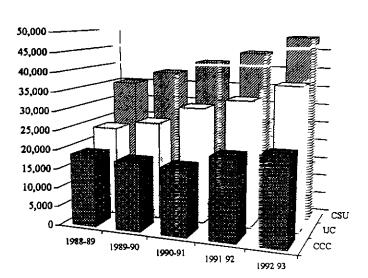
E 3

Financial Support for Undergraduates From Loans, 1988-89 Through 1992-93

Financial Support From Loans

\$150,000 \$120,000 \$90,000 \$60,000 \$30,000 \$1988-89 \$1989-90 \$1990-91 \$1991-92 \$1991-92

Number of Loan Recipients



Total Loans Initiated (in thousands)

Number of Recipients

	CCC	CSU	UC		CCC	CSU	UC
1988-89	\$38,644	\$86,324	\$59,478	1988-89	18,666	34,926	23,685
1989-90	\$37,017	\$100,501	\$67,990	1989-90	17,858	38,241	25,802
1990-91	\$34,316	\$114,217	\$89,252	1990-91	17,268	41,494	30 445
1991-92	\$45,887	\$126,801	\$103,324	1991-92	21,029	44,326	32,986
1992-93	\$48,696	\$146,111	\$125,977	1992-93	22,345	48,517	37,284

Definition of Measure: Number of undergraduate loan recipients and total loan dollars as reported by the California

Community Colleges, the California State University and the University of California

Use(s) of Measure: This measure describes changes in the numbers and amounts of loan indebtedness undergraduates

are incurring at the public systems

Related Measures: Measures II E 1 and 2 also illustrate changes in aid conditions and II C shows changes in one

aspect of increases in students' cost of attending college

Comparison Group: The last five years have shown the most dramatic changes in these measures across all systems

Analysis: Both the number of undergraduates initiating loans and the average amount of loans initiated

increased in all systems. The average loan size among community college loan recipients increased from \$2,070 in 1988-89 to \$2,179 in 1992-93, among State University loan recipients,

from \$2,472 to \$3130 and at the University average loan size grew from \$2,511 to \$3,379

A

Racial/Ethnic Composition of California's Public High School Graduating Class, 1982, 1989 Through 1993, and 2003 Projected

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100,000						— □Wh	te
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1982	198	9 1990	1991	1992 19	93 2003		
<u> </u>	198 1982	9 1990	1991 1 990	1992 19	93 2003 1992	1993	2003
1982 Asian*	1982 15,1 4 9					1993 36,643	2003 51,940
1982 Asian* Black	1982 15,149 20,618	19 8 9 30,032 18,568	1990 32,866 17,460	1991 32,937 17,113	1992 34,921 17,656	36,643 18,219	51,940 22,670
1982 Asian* Black Native American	1982 15,149 20,618 2,337	1989 30,032 18,568 1,929	1990 32,866 17,460 1,886	1991 32,937 17,113 1,997	1992 34,921 17,656 2,112	36,643 18,219 2,138	51,940 22,670 2,690
Asian* Black Native American Latino	1982 15,149 20,618 2,337 38,698	1989 30,032 18,568 1,929 51,809	1990 32,866 17,460 1,886 55,152	1991 32,937 17,113 1,997 59,220	1992 34,921 17,656 2,112 66,199	36,643 18,219 2,138 71,464	51,940 22,670 2,690 105,957
1982 Asian* Black Native American	1982 15,149 20,618 2,337	1989 30,032 18,568 1,929	1990 32,866 17,460 1,886	1991 32,937 17,113 1,997	1992 34,921 17,656 2,112	36,643 18,219 2,138	51,940 22,670 2,690 105,957 120,948
Asian* Black Native American Latino White TOTAL	1982 15,149 20,618 2,337 38,698 165,370 242,172	1989 30,032 18,568 1,929 51,809 142,291 244,629	1990 32,866 17,460 1,886 55,152 128,927 236,291	1991 32,937 17,113 1,997 59,220 122,852 234,119	1992 34,921 17,656 2,112 66,199 123,704 244,592	36,643 18,219 2,138 71,464 120,844 249,308	51,940 22,670 2,690 105,957 120,948 304,205
Asian* Black Native American Latino White	1982 15,149 20,618 2,337 38,698 165,370	1989 30,032 18,568 1,929 51,809 142,291	1990 32,866 17,460 1,886 55,152 128,927	1991 32,937 17,113 1,997 59,220 122,852	1992 34,921 17,656 2,112 66,199 123,704	36,643 18,219 2,138 71,464 120,844	51,940 22,670 2,690 105,957 120,948
Asian* Black Native American Latino White TOTAL Asian*	1982 15,149 20,618 2,337 38,698 165,370 242,172 6 3 8 5 1 0	1989 30,032 18,568 1,929 51,809 142,291 244,629 12 3 7 6 0 8	1990 32,866 17,460 1,886 55,152 128,927 236,291	1991 32,937 17,113 1,997 59,220 122,852 234,119	1992 34,921 17,656 2,112 66,199 123,704 244,592	36,643 18,219 2,138 71,464 120,844 249,308	51,940 22,670 2,690 105,957 120,948 304,205
Asian* Black Native American Latino White TOTAL Asian* Black	1982 15,149 20,618 2,337 38,698 165,370 242,172 6 3 8 5	1989 30,032 18,568 1,929 51,809 142,291 244,629	1990 32,866 17,460 1,886 55,152 128,927 236,291 13 9 7 4	1991 32,937 17,113 1,997 59,220 122,852 234,119 14 1 7 3	1992 34,921 17,656 2,112 66,199 123,704 244,592 14 3 7 2	36,643 18,219 2,138 71,464 120,844 249,308 14 7 7 3	51,940 22,670 2,690 105,957 120,948 304,205 17 1 7 5

^{*}Category includes Asians, Pacific Islanders, and Filipinos

Definition of Measure: Racial/ethnic composition of California's public high school graduates as reported by the

State Department of Education (CBEDS)

Use(s) of Measure: This measure describes the primary source population for new college freshmen

enrolling in California postsecondary education

Related Measures: Most of the measures in this section describe various characteristics of these graduates or the K-12

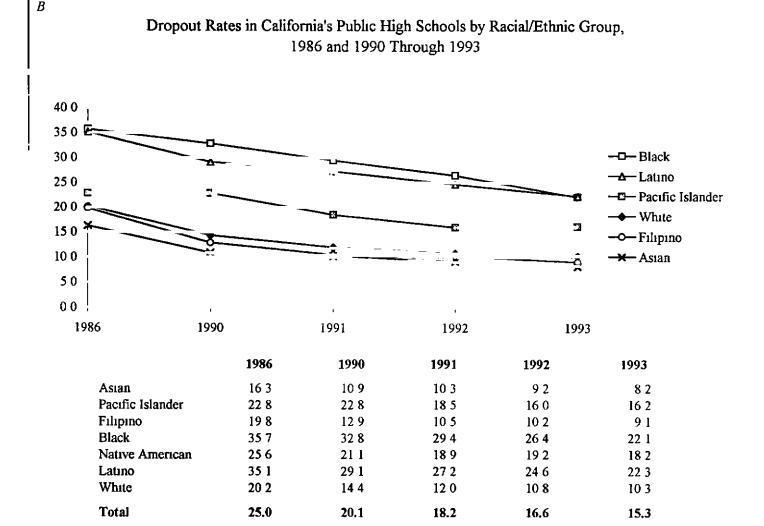
student population Measure IV A 2 also uses this measure as a required component

Comparison Group: One of the primary issues of importance to postsecondary planning in California is the growth

in the size and diversity of this source population

Analysis: The public schools' graduating class continues to grow in size and diversity. In 1993, the

representation of White graduates fell well below half -- 48 5 percent -- while Asian and Latino representation continue to grow -- 14 7 and 28 7 percent respectively. In the next ten years, the size of the graduating class will increase 77 percent and Latino and Asian graduates will comprise over 50 percent -- greatly expanding the potential demand for postsecondary education



Definition of Measure: The three-year dropout rate among California public high school graduates by racial/ethnic groups as reported by the State Department of Education's Demographic Unit

Use(s) of Measure:

This measure describes the set of students who are believed to have left high school during the last three years of school without earning a high school diploma. Once these students turn 18 years of age they are eligible to enroll in the community colleges.

Related Measures:

Measure III A describes this measure's counterpart of completers. Measures G and H describe the cumulative impact of this group on the educational attainment level of the adult population.

Comparison Group:

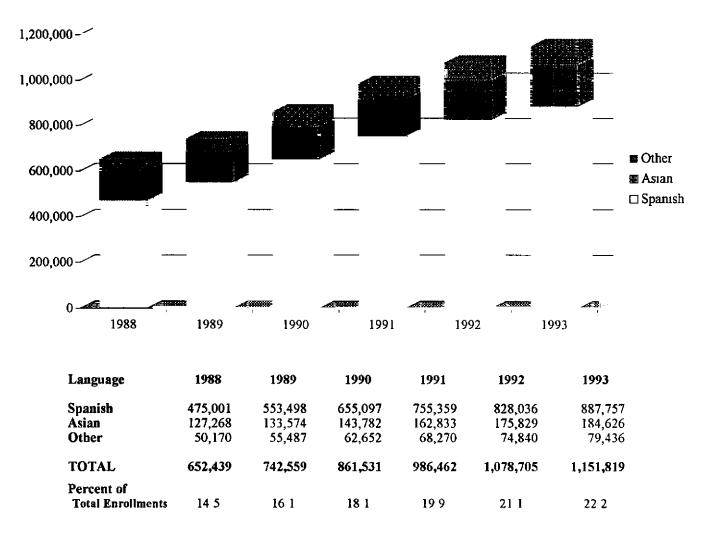
Since 1986, a consistent methodology for computing dropout rates has been in effect Persistence differences among students from different racial/ethnic groups are highlighted

Analysis:

Since 1986, the dropout rate has declined by nearly 10 percentage points to 15 3 percent. This represents 33,500 more students who earned their diploma than would have, given the 1986 rate. The differential in rates among students from various racial/ethnic groups persists with rates for Black, Latino and Native Americans continuing to be about 1.4 times that of other students. The correlation of racial/ethnic group with poverty is an important context for interpreting this measure. Recent data also indicates a 2.7 percentage point differential among men and women — 16.6 and 13.9 percent respectively in 1993.

C

California's Public School Students Identified as Limited English Proficient, 1988 to 1993



Definition of Measure: The number of students in California public schools identified as having limited English

proficiency by major language group as reported by the State Department of Education's

Language Census Report

Use(s) of Measure: This measure describes changes in the numbers of students in public schools with

English proficiency and representation among all enrolled students

Related Measures: Measure I F presents representation of limited English proficiency in the adult population

ın Calıfornıa

Comparison Group: The composition of LEP students by major language group is included to underscore

the increasing numbers of students from diverse language backgrounds

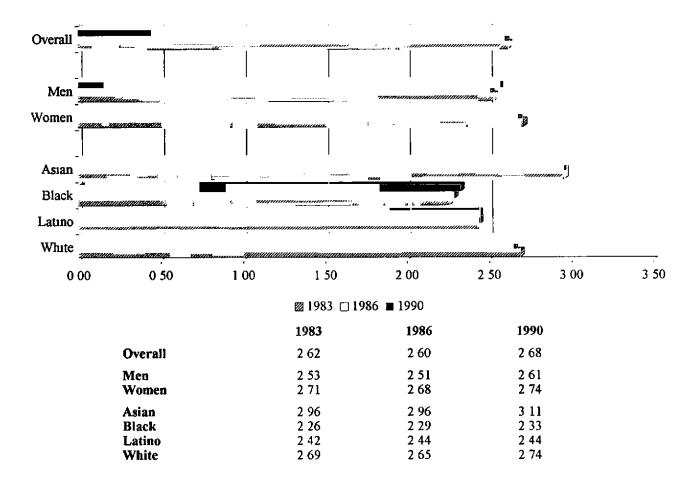
Analysis: The number of students with limited English proficiency continues to grow but at a

somewhat slower rate than previously The proportion of LEP students whose primary language is Spanish has also continued to increase -- they comprise 77 percent of LEP students in 1993 This language diversity, and the even greater cultural diversity

it subsumes, contributes to the instructional challenges in today's classrooms

 \boldsymbol{D}

Estimated Grade Point Average of Public High School Graduates, 1983, 1986 and 1990



Definition of Measure:

The grade-point average for public high school graduates statewide, by gender and major racial/ethnic groups, are estimates based on sample data drawn for the 1983, 1986 and 1990 High School Eligibility Studies of the California Postsecondary Education Commission

Use(s) of Measure:

This measure provides the only indicator of average grade point achievement for California public school graduates. It provides a general indicator for the entire population of graduates but its usefulness is limited by the lack of data on the range of graduates' grade-point averages.

Related Measures:

Measure III E describing graduates' completing the "a-f" university preparatory curricula provides another achievement indicator. Measure IV A provides college choice behaviors that may be related to levels of academic performance.

Comparison Group:

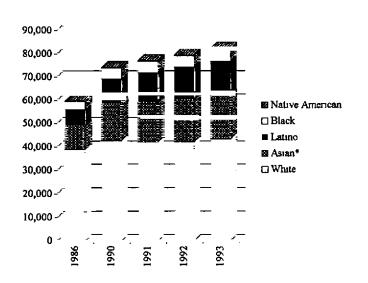
These data are available only for those years in which Eligibility Studies were completed and for those student subgroups for which valid estimates could be generated due to sample size

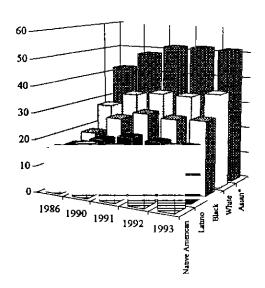
Analysis:

Average grades increased slightly between 1986 and 1990 except for Latino graduates -- the fastest growing subgroup of the graduating class. Grades are a major component of university admission policies. It is impossible to determine to what extent recent improvements in graduates' grade-point averages are a true indicator of improved achievement or the result of grade inflation.

 \boldsymbol{E}

Racial/Ethnic Background of California Public High School Graduates Completing University Preparatory Curriculum, 1986 and 1990 Through 1993





		Number o		Percent of Graduates						
	1986	1990	1991	1992	1993	1986	1990	1991	1992	1993
Asian*	10,035	15,831	16,979	18,053	18,774	418	48 1	515	517	51 2
Black	3,398	4,435	4,845	4,814	5,056	18 5	25 4	28 3	27 3	27 8
Latino	6,916	10,730	12,735	13,938	14,634	15 9	19 4	215	21 1	20 5
Native American	273	369	397	430	482	16 5	19 5	199	20 4	22 5
White	39,107	42,770	42,203	42,311	43,473	27 7	33 1	34 4	34 2	36 0
Total	59,729	74,135	77,159	79,546	82,419	26.1	31.3	33.0	32.5	33.1

^{*} Includes Asians, Filipinos and Pacific Islanders

Definition of Measure: The number and proportion of public high school graduates completing a university

preparatory curriculum, earning grades of C or better, by major racial/ethnic groups

as reported by the State Department of Education (CBEDS)

Use(s) of Measure: This measure provides an indicator of changes in curriculum patterns among public high

school students who are taking the pattern of courses required for university admission

Related Measures: Measure IV A provides data on first-time freshmen enrollment patterns that may relate to

the degree of university preparation indicated by this measure

Comparison Group: Data by major racial/ethnic group is presented because of substantial variations in their

enrollment rates The year 1986 is used as a baseline with the four most recent years

providing trend data since the last two Eligibility Studies

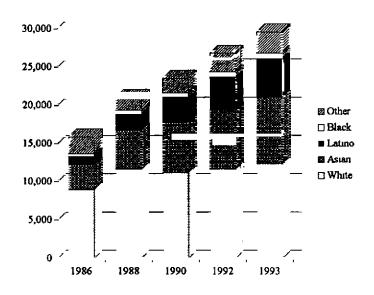
Analysis: The proportion of public high school graduates enrolling in a complete university

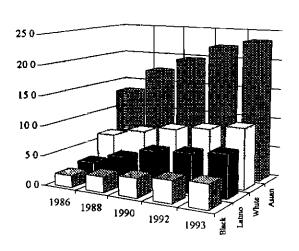
preparatory curriculum has grown since 1986 from one-fourth to one-third. The proportion has hovered around 33 percent for the last three years. The proportion of Black, Native American, and White graduates participating in this curricula have continued to grow in recent years but the proportion of Asian and Latino graduates actually decreased in 1993.

This measure may indicate changes in students' aspirations

 \boldsymbol{F}

Racial/Ethnic Background of Twelfth Grade Advanced Placement Test Takers from California Public Schools, 1986, 1988, 1990, 1992 and 1993





	Number of Test Takers						Percent of Each Group's Graduates				
	1986	1988	1990	1992	1993	1986	1988	1990	1992	1993	
Asian	3,150	5,016	6,475	7,747	8,577	13 2	17 4	19 7	22 2	23 4	
Black	356	509	567	650	730	2 0	26	3 2	3 7	4 0	
Latino	1,206	2,195	3,399	4,344	5,159	28	4 5	62	66	7 2	
Other	2,218	1,671	1,919	2,442	2,769						
White	8,979	11,638	11,173	11,630	12,353	6 4	77	8 7	9 4	10 2	
Total	15.909	21,029	23,533	26.813	29,588	7.0	8.4	10.0	11.0	11.9	

Definition of Measure: The number of California public high school twelfth-graders participating in Advanced

Placement (AP) exams by major racial/ethnic group as reported by the College Board

report and these participants as a percent of each group's graduates

Use(s) of Measure: This measure provides another indicator of student achievement during high school

as these exams are on college level work

Related Measures: Measure III G on college entrance exams provides another standardized indicator of

achievement among students interested in attending college

Comparison Group: Alternate year data are shown to illustrate the magnitude of change in recent years

while differential participation by group highlights an area of on-going policy concern

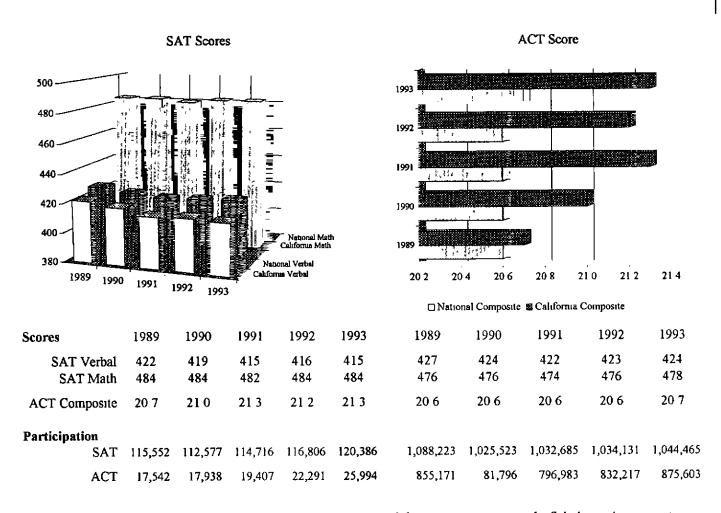
Analysis: Since 1986, the number of public school twelfth-graders participating in AP exams

has nearly doubled However, tremendous differences in participation among students from different racial/ethnic groups persists. While one in four Asian twelfth-graders took AP exams in 1993, one in ten White students, one in fourteen Latino students, and

one in 25 Black students participated

G

Achievement of California Students Participating in the Scholastic Assessment Test (SAT) and the American College Test (ACT) as Compared to National Achievement, 1989 to 1993



Definition of Measure: The number of students participating and their average scores on the Scholastic Assessment

Test (SAT) as reported by the College Boaard and on the American College Test (ACT)

as reported by American College Testing, 1989 to 1993

This measure describes recent levels of participation and student achievement on the Use(s) of Measure:

two national standardized college entrance examinations Both of California's

public universities use these examination results as part of their admission criteria

Measures III D, E, and F provide other information about students' preparation for college Related Measures:

Measure IV A provides data on first-time freshman enrollments that may be correlated

with test participation

As these examinations are used by many universities across the nation, the national comparison Comparison Group:

is provided as an indicator of California students' achievement in the national arena

The participation of California students in these university admission examinations Analysis:

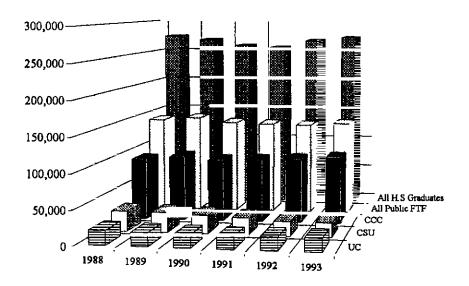
has continued to increase Californians, on the average, have higher math achievement and

lower verbal achievement than the national average

T

AI

California High School Graduates Enrollment as First-time Freshmen at California Public Colleges and Universities, 1988 to 1993



First-Time Freshmen

	California High School Graduates	Univer of Califo	•	California State University		Calıforma Community Colleges		All Public First-Time Freshmen	
1988	274,812	20,976	76	29,417	10 7	92,261	33 6	142,654	51 9
1989	268,983	19,739	73	29,116	108	97,708	36 3	146,563	54 5
1990	258,949	19,003	73	27,094	10 5	93,640	36 2	139,737	54 0
1991	256,301	18,246	7 1	25,087	98	95,123	37 1	138,456	54 0
1992	267,867	19,189	72	21,093	79	97,092	36 2	137,374	513
1993	272,789	19,253	7 1	20,516	75	100,698	36 9	140,467	51 5

Definition of Measure: The number and proportion of California high school graduates enrolling as first-time freshmen at

California public postsecondary institutions, as defined by those who are 19 years old or younger

Use(s) of Measure: This measure has been used historically as an indicator of changes in freshman participation

patterns of recent California high school graduates

Related Measures: Indicator IV A.2 presents the racial/ethnic composition of 1993 public high school graduates and

and A 3 shows their proportions enrolling in public colleges and universities

Comparison Group: Comparison of all public first-time freshmen to high school graduates provides an indicator

of college going behavior among recent graduates. The system comparison provides

an indicator of the distribution of these graduates among the public systems in California

Analysis: College-going rates among recent California high school graduates have declined or been stable at

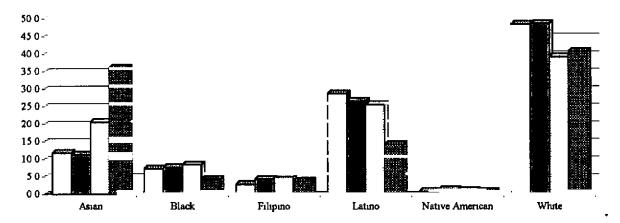
the same time that the number of high school graduates have been expanding. Declines at the State University have been the sharpest as the system has reacted to declines in the level of state support.

Growth in the numbers of community college freshmen may reflect some redistribution of

recent high school graduates' collegiate participation.

A 2

California 1993 Public High School Graduates and Those Enrolling as First-time Freshmen in California Public Colleges and Universities by Racial/Ethnic Group in Fall 1993



🖾 Ali Public H S Graduates 🖾 Community Colleges 🖾 CSU 🖼 UC

				Fırst	-Tıme Fresh	men		
	All Public High School Graduates		California Community Colleges*		California State University		University of California	
Asian/Pacific Islander	29,305	118	10,021	11 3	3,399	20 6	5,588	36 1
Black	18,219	73	6,807	77	1,393	8 5	663	4 3
Filipino	7,338	29	3,837	4 3	823	5 0	592	38
Latino	71,464	28 7	23,736	26 7	4,206	25 6	2,211	14 3
Native American	2,138	09	1,205	14	180	1 1	116	08
White * Estimated	120,844	48 4	43,179	48 6	6,452	39 2	6,293	40 7

Definition of Measure: The racial/ethnic composition of 1993 California public high school graduates and the first-time

freshmen, 19 and under, from these schools who enrolled in public postsecondary education

in Fall 1993, as reported by the systems to the Commission

Use(s) of Measure: This measure illustrates differences in public college-going behaviors of California public high

school graduates by racial/ethnic group

Indicator IV A.1 gives overall college-going rate information over time and A.3 shows the propor-Related Measures:

tion of each group enrolling at each system Section III provides contextual data for this measure

Comparison Group: The public high school graduating class is the primary source population for freshmen in

California's colleges and universities The racial/ethnic diversity of the freshman classes is a reflection of this population's diversity and differences in students' preparation for college

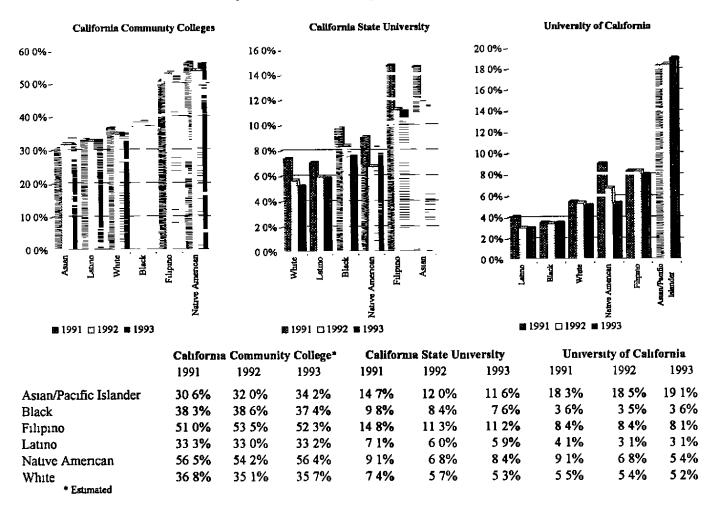
The racial/ethnic composition of the community colleges' freshman class is most similar to the public school graduating class, a reflection of the fact that all graduates are eligible to enroll The State University's freshman class has the greatest racial/ethnic diversity among the public systems The representation of Asians among University freshmen is more than three times that in the public high school While the historic data is not shown here,

all three public systems have increased the racial/ethnic diversity of their freshman classes

Analysis:

A 3

College-Going Rates of California Public High School Graduates, by Racial/Ethnic Group, 1991 to 1993



Definition of Measure: The proportion of recent public high school graduates enrolling in public postsecondary

education as first-time freshmen, 19 and under, in the Fall term, by racial/ethnic group,

in the last three years, as reported by the systems to the Commission

This measure illustrates changes in public college-going behaviors of recent California public Use(s) of Measure:

high school graduates by racial/ethnic group over the last three years

Indicator IV A 1 and 2 gives overall college-going rate information over time. All of the measures Related Measures:

in Section III provide contextual data for this measure

The public high school graduating class is the primary source population for freshmen in Comparison Group:

California's colleges and universities The racial/ethnic diversity of the freshman classes is a

reflection of this population's diversity and differences in students' preparation for college

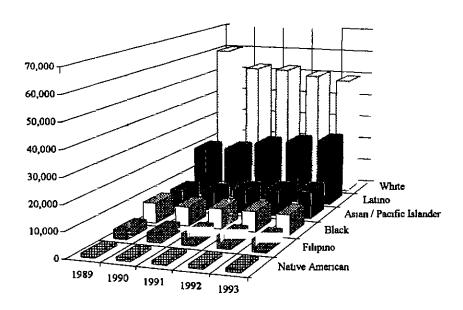
College-going rates have been very dynamic over the last three years. Only among Asians Analysis:

was the decrease in the proportion of public school graduates enrolling at the State University offset by increases at the community colleges and the University Participation rates for all other groups

of public high school graduates were steady or declined at all public systems over this period

BI

First-Time Freshmen by Racial/Ethnic Group at the California Community Colleges Fall 1989 to Fall 1993



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White
1989	109,218	7,592	8,085	3,668	20,091	1,449	1,985	60,177
1990	104,010	7,709	7,708	3,774	20,631	1,333	1,628	52,641
1991	109,123	9,577	8,107	4,468	23,874	1,293	1,381	52,561
1992	111,727	10,749	8,322	4,899	26,399	1,341	1,611	51,255
1993	111,767	11,481	8,089	4,771	27,482	1,380	1,723	50,038
Percent Change	23	51 2	0 0	30 1	36 8	-4 8	-13 2	-16 8

Note Racial/ethnic composition excludes nonresident aliens and nonrespondents

Definition of Measure: Total number of first-time freshmen, 19 and under, regardless of high school of origin,

by racial/ethnic group as reported by the California Community Colleges to the Commission

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of entering

freshmen

Related Measures: Measure IV A 2 describes the 1993 cohort from California public schools while IV B 2 and

IV B 3 present these data for the California State University and the University of California

Comparison Group: Trends from 1989 to present by racial/ethnic group highlight policy issues related to equity

and affordability

Analysis: The 1990 freshman enrollment numbers are probably an aberration due to the implementation

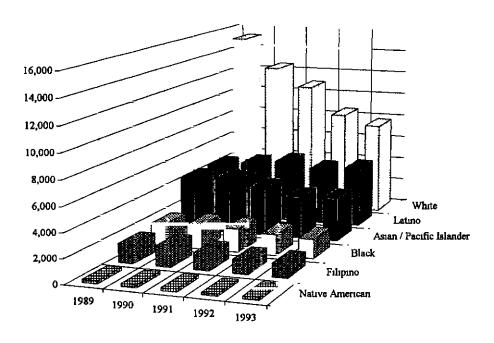
of the new MIS system by the community colleges First-time freshman enrollment

grew substantially in 1992 and that level of enrollment was maintained in 1993 Declining

representation of White students is congruent with their decreased representation among high school graduates. Their decline has been offset by increases among Latino, Asian, and Filipino students. Black participation has been relatively stable.

B 2

First-Time Freshmen by Racial/Ethnic Group at the California State University Fall 1989 to Fall 1993



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White
1989	30,167	4,560	1,854	1,578	4,489	255	723	15,101
1990	28,065	4,630	1,994	1,664	4,817	228	809	12,481
1991	25,968	4,071	1,944	1,374	5,153	222	693	10,886
1992	21,831	3,531	1,721	1,129	4,702	181	524	8,510
1993	21,091	3,604	1,606	1,099	4,962	208	465	7,694
Percent Change	-30 1	-21 0	-13 4	-30 4	10 5	-18 4	-35 7	-49 0

Note Racial/ethnic composition excludes nonresident aliens and nonrespondents

Definition of Measure: Total number of first-time freshmen, 19 and under, regardless of high school of origin,

by racial/ethnic group as reported by the California State University to the Commission.

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of entering

freshmen.

Related Measures: Measure IV A 2 describes the 1993 cohort from California public schools while IV B 1 and

IV B 3 present these data for the community colleges and the University of California

Comparison Group: Trends from 1989 to present by racial/ethnic group highlight policy issues related to equity

and affordability

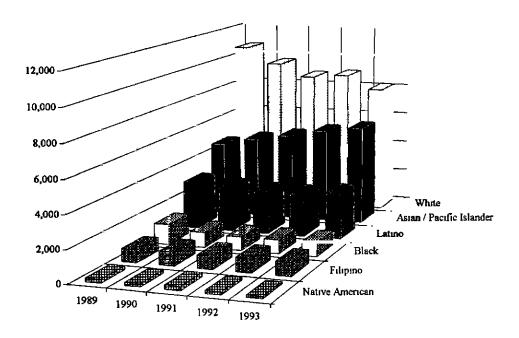
Analysis: The size of the State University's freshman class has decreased dramatically since 1989 in

response to reduced resources The numbers of students from all racial/ethnic groups except Latinos have also dropped However, the decrease in participation of students from

historically underrepresented groups has been smaller than all other student groups

B3

First-Time Freshmen by Racial/Ethnic Group at the University of California, Fall 1989 to Fall 1993



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White
1989	21,966	4,676	1,268	805	2,982	236	254	10,678
1990	20,908	5,118	948	835	2,795	192	266	9,612
1991	20,148	5,475	837	810	2,677	246	226	8,785
1992	20,928	5,898	846	870	2,657	180	299	8,965
1993	20,413	6,215	870	840	2,883	143	301	8,095
Percent Change	-7 1	32 9	-314	4 3	-3 3	-39 4	18 5	-24 2

Note Racial/ethnic composition excludes nonresident aliens and nonrespondents

Definition of Measure: Total number of first-time freshmen, 19 and under, regardless of high school of origin,

by racial/ethnic group as reported by the University of California to the Commission

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of entering

freshmen

Related Measures: Measure IV A 2 describes the 1993 cohort from California public schools while IV B 1 and

IV B 2 present these data for the community colleges and the California State University

Comparison Group: Trends from 1989 to present by racial/ethnic group highlight policy issues related to equity

and affordability

Analysis: The 1989 University freshman class had the largest representation of freshmen from

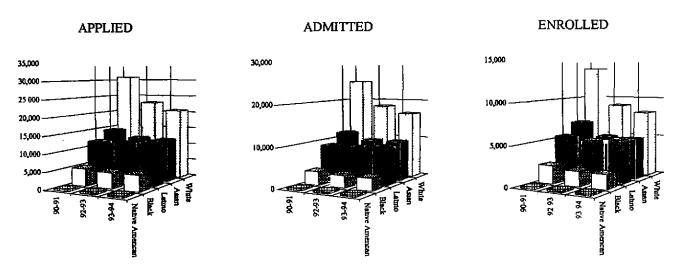
historically underrepresented groups Participation of these students then declined through

Fall 1992 Fall 1993 freshman enrollments showed some improvement in the participation of

these students at the University

CI

Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the California State University, 1990-91,1992-93, and 1993-94



				Black Latino				Native American		337L-4-	
		Asia	an a	Blac	ck	Lati	00	Amei	rican	Whi	ite
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1990-91	Applied	14,719		5,117		11,879		572		30,917	
	Admitted	11,673	79 3%	3,439	67 2%	8,912	75 0%	456	79 7%	24,968	80 8%
	Enrolled	5,257	45 0%	2,274	66 1%	5,423	60 9%	212	46 5%	9,008	36 1%
1992-93	Applied	12,754		4,672		11,978		565		22,905	
	Admitted	9,965	78 1%	3,100	66 4%	8,919	74 5%	423	74 9%	18,436	80 5%
	Enrolled	5,257	52 8%	1,888	60 9%	5,101	57 2%	212	50 1%	9,008	48 9%
1993-94	Applied	12,530		4,715		12,728		589		20,651	
	Admitted	10,014	79 9%	3,082	65 4%	9,530	74 9%	447	75 9%	16,650	80 6%
	Enrolled	5,109	51 0%	1,814	58 9%	5,418	56 9%	238	53 2%	8,157	49 0%

The number of applicants, those admitted and those enrolling as first-time freshmen at the **Definition of Measure:**

California State University, 1990-91 to 1993-94 as reported by CSU Office of Analytic Studies

This measure describes the disposition of applications for freshmen enrollment Use(s) of Measure:

at the State University and provides some sense of changes in enrollment demand

Measures IV A and IV B provide statewide context. Measure IV C 2 shows these data Related Measures:

for the University of California

Application numbers broadly define student interest and the source population, while the number Comparison Group:

admitted may indicate changes in qualifications of applicants, and enrollment numbers define

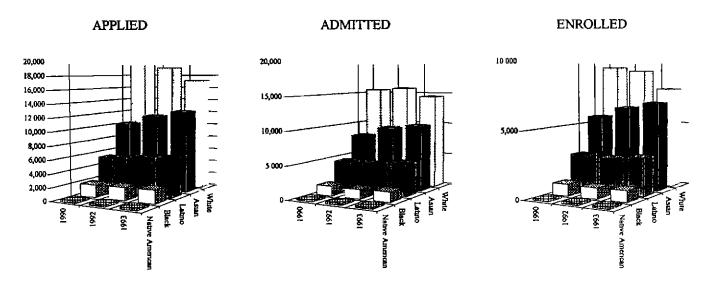
admitted applicants' final choice

The decrease in the size of the entering freshman class at the State University is primarily Analysis:

a function of a decrease in the number of freshman applicants. In addition, the size of the applicant pools for all racial/ethnic groups except Latinos decreased. While the proportions of applicants admitted were relatively stable, the proportions of Black and Latino applicants admitted who chose to enroll decreased while that of Asian, Native American and White

C2

Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the University of California, 1990, 1992, and 1993



		Asian		Bla	ıck	Lat	ino	Nat Amei		Wh	ite
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1990	Applied	10,279		1,884		5,317		333		19,885	
	Admitted	8,217	79 9	1,478	78 5	4,512	84 9	284	85 3	15,463	77 8
	Enrolled	5,640	68 6	899	60 8	2,797	62 0	188	66 2	9,551	618
1992	Applied	11,693		1,945		5,611		314		19,218	
	Admitted	9,627	82 3	1,433	73 7	4,530	80 7	274	87 3	15,776	82 1
	Enrolled	6,405	66 5	842	58 8	2,678	59 1	172	62 8	9,256	58 7
1993	Applied	12,494		1,990		5,904		280		17,193	
	Admitted	10,195	81 6	1,534	77 1	4,940	83 7	239	85 4	14,480	84 2
	Enrolled	6,837	67 1	860	56 1	2,899	58 7	139	58 2	7,811	53 9

Definition of Measure: The number of applicants, those admitted, and those enrolling as first-time freshmen at the

University of California, 1990, 1992, and 1993 as reported in the UC Information Digest,

Fall 1994

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at the

University and provides some sense of changes in enrollment demand

Related Measures: Measures IV A and IV B provide statewide context and C 1 shows State University data

Comparison Group: Application numbers broadly define student interest and the source population, while the number

admitted may indicate changes in qualifications of applicants, and enrollment numbers define

admitted applicants' final choice

Analysis: The numbers of Asian, Black, and Latino applicants increased from 1990 to 1993 while those from

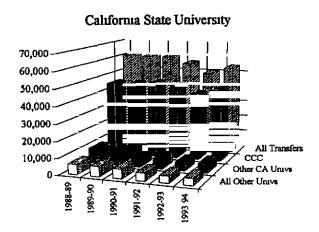
other groups decreased Except for Black and Latino applicants, the proportion of applicants for freshman admission who were admitted increased, while the proportion of those admitted who

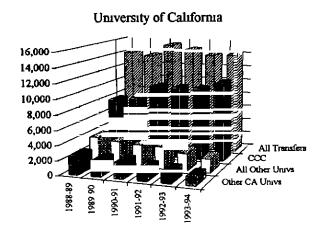
enrolled decreased for all groups The result is substantial stability in the number of

first-time freshmen enrolling at the University

D

Origins of New Undergraduate Transfer Students to the California State University and the University of California, Full-Year 1988-89 to 1993-94





		California Sta	ite University	University of California				
Full Year	All New Transfer Students	California Community Colleges	Other California Institutions	All Other Institutions	All New Transfer Students	California Community Colleges	Other California Institutions	All Other Institutions
1988-89	60,568	45,402	8,917	6,249	13,999	7,827	2,529	3,643
1989-90	60,070	45,724	8,176	6,170	13,573	8,139	2,131	3,303
1990-91	60,227	46,678	7,727	5,822	15,250	10,007	2,168	3,075
1991-92	56,188	44,900	6,452	4,836	14,711	9,959	1,741	3,011
1992-93	50,293	40,981	5,044	4,268	13,951	9,978	1,562	2,411
1993-94	54.189	44,454	5,474	4,261	14,073	10,930	1,218	1,925

Definition of Measure: Number of transfer students enrolling during the academic year by institution of origin, as

reported by the California State University and the University of California to the Commission

This measure describes changes in the number and origin of new students entering beyond Use(s) of Measure:

the first-time freshman level

Measure IV E describes the racial/ethnic composition of community college transfers Related Measures:

and IV F describes the pattern of applicants, admits and enrollments of these transfers

Differences in representation of transfer students from different source institutions over the last Comparison Group:

six years relates to major Master Plan and legislated transfer policies

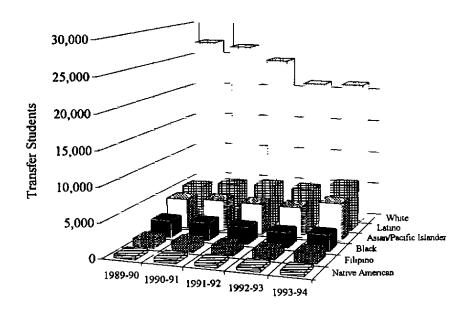
Over this period, the representation of community college transfers among all transfer students Analysis:

has grown substantially Until 1990-91, the numbers of community college transfers grew But in the last three years, the numbers of new community college transfer students at the University has been relatively stable while at the State University, the numbers decreased somewhat in 1991-92, 1992-93 and then began to recover in 1993-94 Enrollment opportunities for community college transfer students were the least affected by downsizing at the State University due to reductions

in their budgetary support

TRNALLXLS

Full-Year Community College Transfers by Racial/Ethnic Group to the California State University, 1989-90 to 1993-94



Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity
1989-90	45,724	4,327	2,500	1,155	4,983	500		27,019	40,484
1990-91	46,678	4,552	2,657	1,297	5,694	566		26,446	41,212
1991-92	44,900	4,470	2,480	1,245	5,934	541		24,480	39,150
1992-93	40,980	4,416	2,241	1,204	5,780	500		21,061	35,202
1993-94	44,454	5,430	2,444	1,432	6,784	554		21,087	37,731

Definition of Measure: Number of new community college transfer students for the academic year, by racial/ethnic

group, 1989-90 to 1993-94, as reported by the State University to the Commission

Use(s) of Measure: This measure describes the racial/ethnic composition of the pool of new community college

transfers to the State University over the full academic year

Related Measures: Measure IV E 2 describes the University's community college transfer pool while

Measure IV F 1 describes the applicant, admit, and enrollment pattern for these transfers

Comparison Group: Full-year transfer data over the last five years by racial/ethnic group provides an indicator of

the relative impact of transfer on baccalaureate opportunities for different groups of students

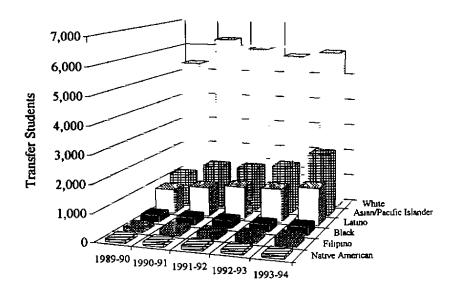
Analysis: Decreases in the number of White students transferring to the State University from the

community colleges completely explains the decline in transfers through 1992-93 Small decreases also occurred in the numbers of Black and Native American students transferring

during this period. The numbers of transfers from all groups increased in 1993-94

E.2

Full-Year Community College Transfers by Racial/Ethnic Group to the University of California, 1989-90 to 1993-94



Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity
1989-90	8,164	1,128	249	138	877	106		5,358	7,856
1990-91	10,032	1,553	272	203	1,054	126		6,318	9,526
1991-92	9,972	1,563	288	198	1,175	139		5,984	9,347
1992-93	9,993	1,721	274	229	1,205	121		5,751	9,301
1993-94	10,940	2,287	306	291	1,335	107		5,927	10,253

Definition of Measure: Number of new community college transfer students for the academic year, by racial/ethnic

group, 1989-90 to 1992-93, as reported by the University to the Commission

Use(s) of Measure: This measure describes the racial/ethnic composition of the pool of new community college

transfers to the University over the full academic year

Related Measure: Measure IV E 1 describes the State University's community college transfer pool while

Measure IV F 2 describes the applicant, admit, and enrollment pattern for these transfers

Comparison Group: Full-year transfer data over this period provides an indicator of the relative impact of transfer

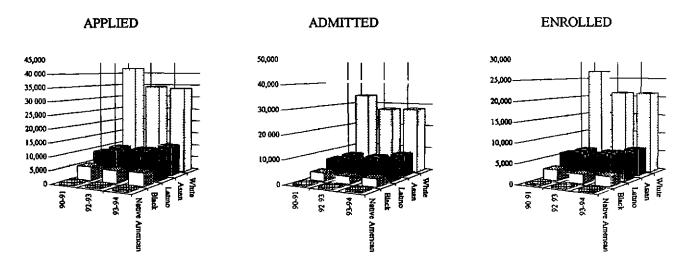
on baccalaureate opportunities for students from different groups

Analysis: Growth in the number of community college transfer students at the University illustrates

the University's commitment to expand access for these students. The recent increase in the number of transfers reflects a much larger increase in the number of Asian students transferring to the University and small increases in the numbers of transfer students from

all other racial/ethnic groups

Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the California State University, 1990-91, 1992-93, and 1993-94



								Nat	tive		
		As	ian	Bla	Black		Latino		rican	White	
		Number	Percent								
1990-91	Applied	9,829		5,134		9,095		942		41,928	
	Admitted	7,540	767	3,386	66 0	7,059	77 6	720	76 4	33,629	80 2
	Enrolled	5,849	77 6	2,657	78 5	5,694	80 7	566	78 6	27,017	80 3
1992-93	Applied	9,734		4,682		9,879		899		34,333	
	Admitted	7,511	77 2	2,992	63 9	7,416	75 1	647	72 0	27,610	80 4
	Enrolled	5,620	74 8	2,241	74 9	5,780	77 9	500	77 3	21,061	76 3
1993-94	Applied	11,702		4,857		11,069		980		33,751	
	Admitted	9,347	79 9	3,332	68 6	8,822	79 7	752	76 7	28,013	83 0
	Enrolled	6,862	73 4	2,444	73 3	6,784	769	554	73 7	21,087	75 3

Definition of Measure: The number of applicants, those admitted, and those enrolling as new community college transfer

students at the California State University, 1990-91, 1992-93, and 1993-94 as reported by the

CSU Office of Analytic Studies

Use(s) of Measure: This measure describes the disposition of applications for transfer enrollment at the State

University and provides some sense of changes in enrollment demand

Related Measures: Measure IV D provides the statewide context Measure IV F 2 shows University data

Comparison Group: Application numbers broadly define student interest and the source population, while the number

admitted may indicate changes in qualifications of applicants, and enrollment numbers define

admitted applicants' final choice

Analysis: The numbers of new transfer students at the State University decreased through 1992-93 and

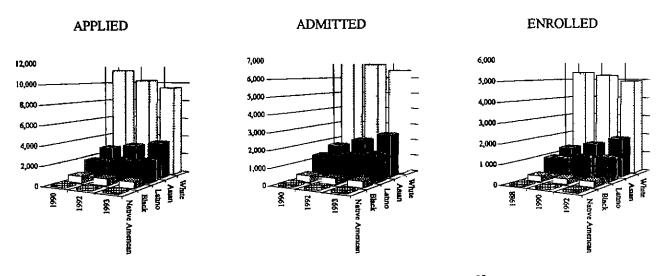
then recovered in 1993-94 The decline was almost exclusively a reflection of few White transfer applicants and a decrease in their likelihood to enroll once admitted. During this period, the number of Black applicants and those enrolling also decreased. The current year increase was spurred by growth in the numbers of Asian and Latino applicants. While the proportion of

transfer applicants admitted remained relatively stable over this period, the proportion of

admitted applicants who actually enrolled decreased for all groups

F 2

Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the University of California, 1990, 1992, and 1993



								Na	tive			
		As	ian	Bla	Black		Latino		American		White	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
1990	Applied	2,876		685		1,844		238		11,396		
	Admitted	1,763	61 3	380	55 5	1,301	70 6	163	68 5	6,999	61.4	
	Enrolled	1,349	76 5	272	71 6	960	73 8	117	71 8	5,385	76 9	
1992	Applied	3,311		688		2,075		235		10,251		
	Admitted	2,181	65 9	387	56 3	1,472	70 9	161	68 5	6,847	66 8	
	Enrolled	1,635	75 0	266	68 7	1,126	76 5	113	70 2	5,241	76 5	
1993	Applied	3,779		656		2,226		202		9,449		
	Admitted	2,618	69 3	390	59 5	1,639	73 6	151	74 8	6,468	68 5	
	Enrolled	1,999	76 4	282	72 3	1,186	72 4	114	75 5	4,924	76 l	

Definition of Measure The number of applicants, those admitted, and those enrolling as new community college

transfer students at the University of California, 1990, 1992, and 1993 as reported in the

University Information Digest, Fall 1994

Use(s) of Measure: This measure describes the disposition of applications for enrollment as transfers at the

University and provides some sense of changes in enrollment demand

Related Measures: Measure IV D provides the statewide context Measure IV F 1 presents the State University data

Comparison Group: Application numbers broadly define student interest and the source population, while the number

admitted may indicate changes in qualifications of applicants, and enrollment numbers define

admitted applicants' final choice

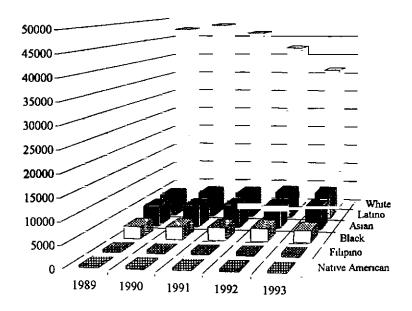
Analysis: While the numbers of Asian and Latino transfer applicants increased between 1990 and 1993,

the total number of applicants dropped, due primarily to nearly 2,000 fewer White applicants. The proportion of applicants from all groups who were admitted increased during this period, while the portion of these admitted students who chose to enroll was relatively stable. The increased number of new transfer students during this period is primarily a reflection of

larger proportions of applicants being admitted

GI

Graduate Enrollment by Racial/Ethnic Group at the California State University Fall 1989 to Fall 1993



Fall Term	Total Graduate Students	Asian/ Pacıfic Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Men	Women
1989	71,665	4,932 7 9%	2,838 4 5%	651 1 0%	5,117 8 2%	601 1 0%	1,247 2 0%	47,275 75 4%	62,661 87 4%	28,012 39 1%	43,653 60 9%
1993	63,147	5,642 10 5%	2,819 5 2%	847 1 6%	6,237 11 6%	506 0 9%	1,262 2 3%	36 ,578 67 9%	53,891 85 3%	24,268 38 4%	38,879 61 6%

Note Graduate enrollments include Masters, postbaccalaureate and joint doctoral enrollments

Definition of Measure: Numbers of postbaccalaureate and graduate students by racial/ethnic group and gender

as reported by the State University to the Commission

Use(s) of Measure: This measure describes changes in the numbers and diversity of postbaccalaureate and

graduate students Post-baccalaureate students are included because of the State University's

major responsibility for teacher education

Related Measures: Measure IV H 1 describes the disposition of postbaccalaureate and graduate applicants

by racial/ethnic group VC1 describes the racial/ethnic and gender composition of bachelor degree recipients and VD1 graduate degree recipients at the State University

Comparison Group: The size and composition of these enrollments in 1989 provides the baseline data for

assessing current progress related to educational equity

Analysis: During the last five years, total graduate enrollments dropped 12 percent Decreases in

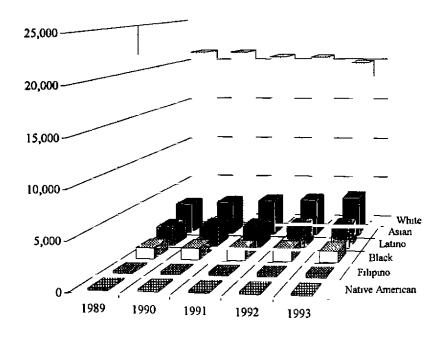
White student enrollments at this level fully account for the decrease. Asian, Filipino and Latino participation continued to grow while Black participation increased during this period and then dropped slightly below its 1989 level. While the number of women enrolling at this

level declined during this period, they continue to expand their representation -- nearly

62 percent of all enrollments at this level

G2

Graduate Enrollment by Racial/Ethnic Group at the University of California, Fall 1989 to Fall 1993



Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Men	Women
1989	35,852	3,445 12 0%	1,176 4 1%	270 0 9%	2,065 7 2%	194 0 7%	283 1 0%	21,181 74 0%	28,614 79 8%	20,451 57 0%	15,399 43 0%
1993	35,634	4,508 15 4%	1,227 4 2%	454 1 6%	2,467 8 4%	246 0 8%	374 1 3%	19,925 68 2%	29,201 81 9%	19,979 56 1%	15,653 43 9%

Note Excludes postbaccalaureate students and interns and residents. Subgroup data excludes nonresident aliens and nonrespondents

Definition of Measure: Number of graduate students by racial/ethnic group and gender, excluding postbaccalaureate

and medical interns and residents, as reported by the University to the Commission

Use(s) of Measure: This measure describes changes in the numbers and diversity of graduate students at

the University

Related Measures: Measure IV H 2 describes the disposition of graduate applications by racial/ethnic group

Measure V D 2 and V E describe the racial/ethnic and gender composition of degree recipients

Comparison Group: The size and composition of graduate enrollments in 1989 provides the baseline data for

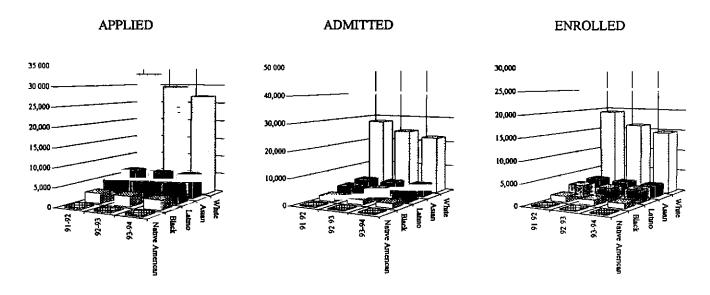
assessing current progress related to educational equity

Analysis: While overall graduate enrollment decreased slightly in the last five years, the numbers and

the representation of students from all racial/ethnic groups except White students increased. The decrease in the number of graduate students was entirely accounted for by the decline in the number of men enrolling. Both the number and representation of women increased slightly

HI

Disposition of Applications for Admission by Racial/Ethnic Group, New Postbaccalaureate/Graduates at the California State University, 1991-92 through 1993-94



								Nat	ive		
		Asi	an	Bla	ck	Lat	ino	Amei	rican	Wh	ite
		Number	Percent								
1991-92	Applied	6,463		2,668		4,665		458		33,160	
	Admitted	4,822	74 6	2,007	75 2	3,761	80 6	372	812	27,955	84 3
	Enrolled	3,196	66 3	1,384	69 0	2,730	72 6	255	68 5	19,361	69 3
1992-93	Applied	6,332		2,727		4,824		441		29,531	
	Admitted	4,672	73 8	1,960	71 9	3,826	79 3	364	82 5	24,334	82 4
	Enrolled	2,992	64 0	1,247	63 6	2,702	70 6	242	66 5	16,234	66 7
1993-94	Applied	6,405		2,594		5,155		435		26,930	
	Admitted	4,741	74 0	1,809	69 7	4,170	80 9	330	75 9	22,191	82 4
	Enrolled	2,843	60 0	1,163	64 3	2,922	70 1	232	70 3	14,724	66 4

Definition of Measure: Number of students applying, being admitted, and enrolling in postbaccalaureate and graduate programs as reported by the State University Office of Analytic Studies

Use(s) of Measure: This measure describes disposition of postbaccalaureate and graduate school applications

at the State University over the last three years

Related Measures: Measure IV G 1 describes the composition of total postbaccalaureate and graduate enrollments. Measure IV H 2 shows these data for the University of California

Comparison Group: These data became available in 1990-91 and provide a basis for assessment of educational

equity issues at the graduate level

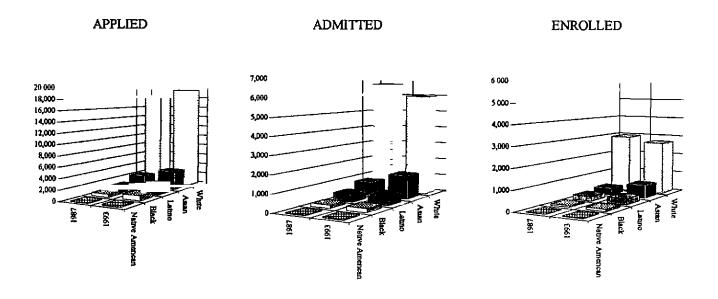
Analysis: The numbers of these applicants have grown for all racial/ethnic groups except White and

Native American students Just as was the case for undergraduates, the State University has needed to constrain enrollment at this level, resulting in slightly lower admit rates across all groups During this same period, the rates at which admitted students from all groups

are choosing to enroll have also declined

H2

Disposition of Applications for Admission by Racial/Ethnic Group, Graduate Students at the University of California, 1987 and 1993



		Asian		Black Lat		Native tino American			White		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1987	Applied	2,265		594		1,027		98		18,208	
	Admitted	821	36 2	182	30 6	423	412	35	35 7	6,673	36 6
	Enrolled	375	45 7	86	47 3	228	53 9	16	45 7	2,930	43 9
1993	Applied	3,606		911		1,845		197		19,554	
	Admitted	1,380	38 3	222	24 4	565	30 6	62	31 5	5,953	30 4
	Enrolled	680	49 3	108	48 6	288	51 0	31	50 0	2,684	45 1

Note These data include Letters & Sciences, Agriculture, and Engineering and exclude all professional degree programs

Definition of Measure: Numbers of students applying, being admitted, and enrolling as graduate students in

Letters & Sciences, Agriculture, and Engineering according to May 1994 Regents' Report

Use(s) of Measure: This measure describes the disposition of primarily academic Ph D applications at

the University Applications for all professional degree programs are excluded

Related Measures: Measure IV G 2 describes the composition of all graduate enrollments. Measure IV H !

presents these data for the State University graduate enrollments

Comparison Group: The 1987 data provide a benchmark for assessing current year data in relation to

educational equity objectives

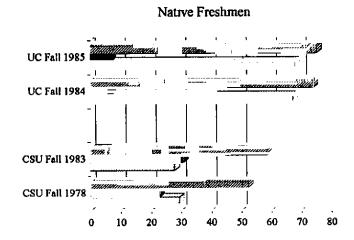
Analysis: The number of applicants has grown among all groups while the admission rates have declined

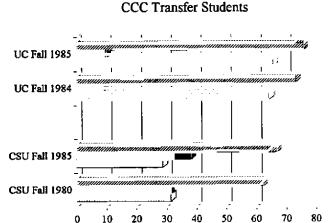
for all groups except Asians The enrollment rates among those admitted have increased for all groups except Latinos With tightly controlled graduate positions and increasing demand, greater selectivity is inevitable. Differential applications by academic programs undoubtedly

also affects these rates

A1

Five-Year Persistence Rates of Regularly Admitted Freshmen and Three-Year Rates for Community College Transfer Students at California's Public Universities, Various Years





☐ 5 Year Graduation ■ 5 Year Still Enrolled ② Persistence Rate

□ 3 Year Graduation ■ 3 Year Still Enrolled ☑ Persistence Rate

	Fall 1978	Fall 1983	Fall 1984	Fall 1985
Native Freshmen	CSU	CSU	UC	UC
5 Year Graduation	29 3	27 7	67 1	68 0
5 Year Still Enrolled	22 9	30 7	6 9	7 0
Persistence Rate	52 2	58 4	74 0	75 0
	Fall 1980	Fall 1985	Fall 1984	Fall 1985
Community College Transfers	CSU	CSU	UC	UC
3 Year Graduation	31 3	28 6	64 3	65 8
3 Year Still Enrolled	30 9	38 2	90	10 0
Persistence Rate	62 2	66 8	73 3	75 8

Definition of Measure: Percentage of regularly admitted freshmen who graduated or continued within five years and

community college transfers within three years as reported by the CSU Office of Analytic

Studies and the UC Office of Student Academic Affairs

Use(s) of Measure: This measure provides an indicator of the proportion of students are completing

their college/university studies within the time periods specified

Related Measures: Measures V C provides additional information about completion of a baccalaureate degree

at a public university

Comparison Group: While data for the same years were not available, multi-year data show changes across time

and student cohort

Analysis: While the graduation rates at the State University have decreased somewhat, overall

persistence has increased among both freshmen and transfers. Both the graduation and persistence rates at the University have increased slightly. Students transferring from a California Community College persist at the same or higher rate in California's public

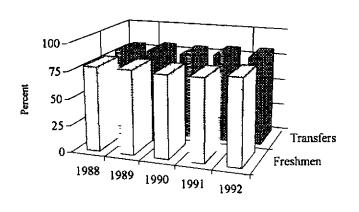
four-year institution as those students who enrolled as freshmen

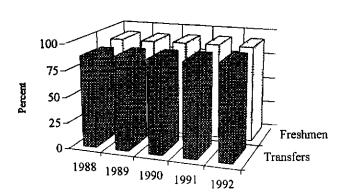
A 2

One-Year Persistence Rates for Regularly Admitted First-time Freshmen and Community College Transfer Students, Entering Fall 1988 Through Fall 1992

California State University

University of California





	C	aliforni	a State U	Jniversi	t y	University of California				
	1988	1989	1990	1991	1992	1988	1989	1990	1991	1992
First-time Freshmen	78 4	78 3	76 9	77 0	80 1	91 4	91 1	918	92 2	92 1
Community College Transfers	79 1	80 8	79 9	816	81 9	87 5	88 6	89 4	89 5	912

Definition of Measure: Percentage of regularly admitted first-time freshmen and community college transfer students

who were enrolled one year after matriculation, as reported by the systemwide offices

Use(s) of Measure: This measure describes changes in the first-year persistence of successive cohorts of

entering regularly admitted students

Related Measures: Measure V A present five-year graduation and persistence data for these students

Comparison Group: This measure presents persistence data for the most recent five-year period reported

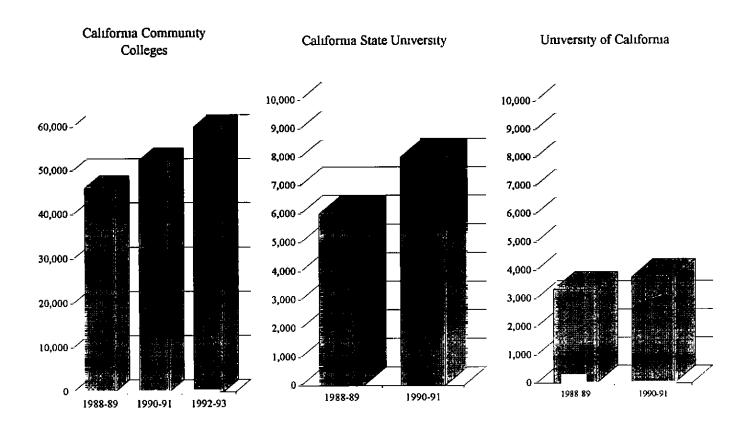
by the systems

Analysis: First-year persistence rates have increased at both public university systems. While

community college transfer students' first-year persistence rates have historically lagged behind those of first-time freshmen, transfer students' rates have grown faster, yielding

more comparable rates among these two groups of entering students

BINumber of Students Served by Programs for Students with Disabilities in California Public Postsecondary Education, 1988-89, 1990-91, and 1992-93



	California Community Colleges	Camornia State University	University of California
1988-89	46,093	5,999	3,329
1990-91	52,486 13 9%	7,995 33 3%	3,773 13 3%
1992-93	60,911 16 1%		па

Number of disabled students served by Programs for Students With Disabilities **Definition of Measure:**

as reported biennually by the systems to the Commission

This measure describes changes in the numbers of students with disabilities who seek Use(s) of Measure:

assistance and are served by Programs for Students With Disabilities

Additional data is needed to establish an appropriate reference measure for this indicator Related Measures:

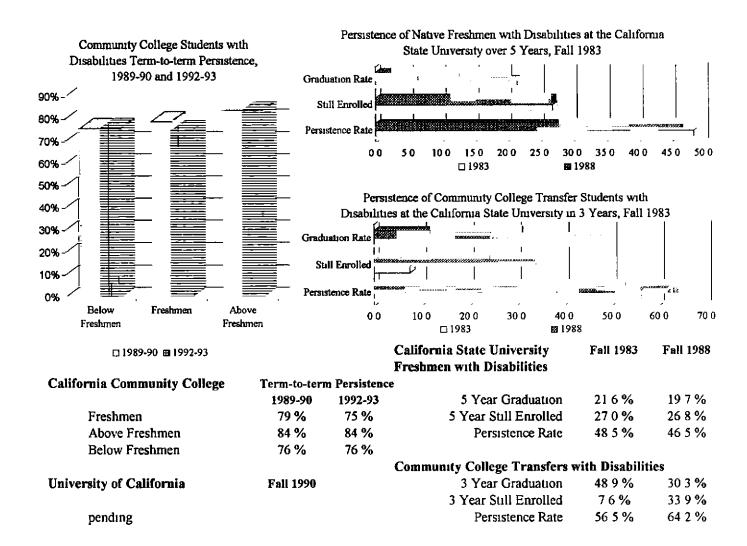
Comparison Group: The data is reported only biennually and only in terms of total numbers served

Increasing numbers of students with disabilities are seeking out and receiving services Analysis:

> from programs established to facilitate their participation at institutions of public postsecondary education As noted above, current data does not identify the full population of students with disabilities by which unmet need could be estimated. These students comprise less than 4 percent of total enrollments while persons with disabilities

are estimated to comprise approximately 10 percent of the adult population

Persistence Rates of Students With Disabilities



Definition of Measure: Percentage of native freshman with disabilities who graduated or continued over five years

community college transfers over three years as reported by the State University

University data pending Community college data is term-to-term persistence by student level

Use(s) of Measure: This measure provides an indicator of the length of time students with disabilities are persisting

in their college/university studies

Related Measures: Measures V A provides these rates for the all freshmen and community college transfers

while V C and V D provide additional information about completion of a degree

Comparison Group: Comparisons across systems are inappropriate because of differences in definitions

Trend data on students with disabilities will be an continuing focus for these reports

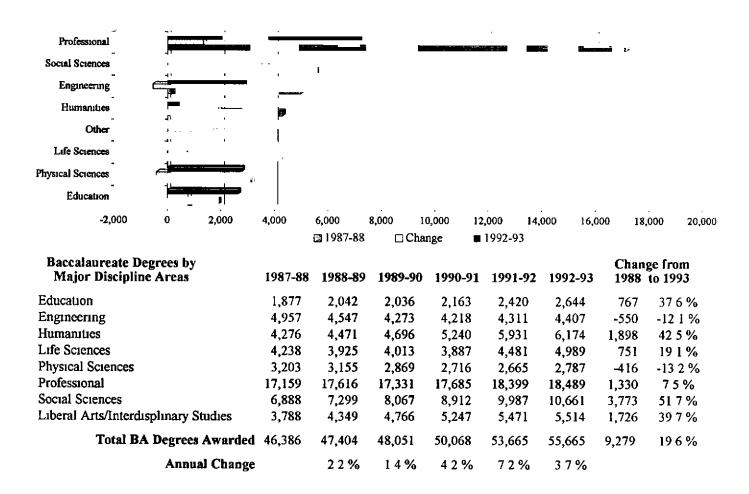
Analysis: Students with disabilities at the State University are somewhat less likely to persist than

was true for students in general University data on persistence rates for students with disabilities is expected to be available later this year. Term-to-term persistence rates for students with disabilities at the community colleges is reported by them to be consistent.

with the persistence of all community college students

CI

Baccalaureate Degrees Awarded at the California State University by Discipline, 1987-88 to 1992-93, with Change Between 1987-88 and 1992-93



Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the California

State University, 1987-88 to 1992-93, as reported to the Commission

Use(s) of Measure: This measure describes changes in the numbers of baccalaureate degrees earned over the

last six years reflecting changes in students' majors

Related Measures: Measure V C 2 provides this same information for baccalaureates earned at the University of

California and V D 1 and D 2 present the same data on Masters degrees

Comparison Group: The six-year span provides information on two relatively different student cohorts while the

major discipline groups show trends within similar subject areas

Analysis: During this period, baccalaureate production grew nearly 20 percent. The average annual

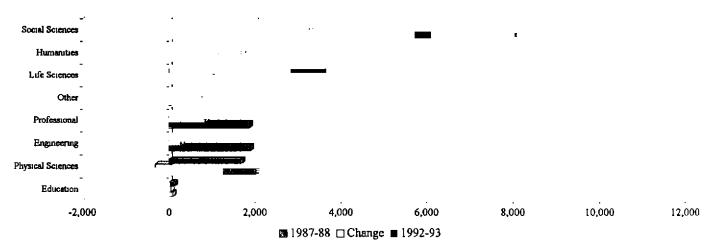
rate of increase was 3.7 percent. Growth in baccalaureates in the social sciences, humanities, and liberal arts/interdisplinary studies acconted for 80 percent of the overall increase. In the physical sciences and engineering, the number of baccalaureate

degrees awarded actually decreased -- by 13 percent and 12 percent, respectively

These trends run counter to recent State and national efforts to increase training in mathematics and the physical sciences needed in a technologically expanding society. The disciplines with the greatest increases have historically been those from which teacher candidates have arose. This is another high need area in the state, especially if coupled with bilingual proficiency.

C 2

Baccalaureate Degrees Awarded at the University of California by Discipline, 1987-88 Through 1992-93, with Change Between 1987-88 and 1992-93



Baccalaureate Degrees by Major Discipline Areas	1987-88	1988-89	19 89-90	1990-91	1991-92	1992-93		ge from to 1993
Education	90	97	71	99	112	133	43	478%
Engineering	1,889	1,995	2,074	1,922	1,937	2,168	279	148%
Humanities	3,443	3,861	4,145	4,388	4,862	5,217	1,774	515%
Life Sciences	3,798	3,663	3,725	4,003	4,481	4,841	1,043	27 5 %
Physical Sciences	2,010	1,815	1,697	1,585	1,658	1,694	-316	-15 7 %
Professional	1,860	2,032	2,157	2,191	2,503	2,700	840	45 2 %
Social Sciences	8,000	9,051	9,843	10,285	11,171	11,255	3,255	40 7 %
Other	2,355	2,245	2,543	2,693	2,907	3,122	767	32 6 %
Total BA Degrees Awarded	23,445	24,759	26,255	27,166	29,631	31,130	7,685	32 8 %
Annual Change		56%	60%	35%	91%	51%		

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the University

of California, 1987-88 to 1992-93, as reported to the Commission

Use(s) of Measure: This measure describes changes in the numbers of baccalaureate degrees earned over the

last six years reflecting changes in students' majors

Related Measures: Measure V C 1 provides this same information for baccalaureates earned at the California

State University and V D 1 and D 2 present the same data on Masters degrees

Comparison Group: The six-year span provides information on different student cohorts while the

major discipline groups show trends within similar subject areas

Analysis: Over this period, baccalaureate degree production grew by 33 percent. The average

annual rate of increase was 5 8 percent. Growth in baccalaureates in the social sciences,

humanities, and life sciences accounted for 79 percent of the overall increase

Baccalaureate degrees from professional programs grew at an above average rate

Only in the physical sciences did the number of baccalaureate degrees earned actually

decrease -- by about 16 percent. These trends run counter to recent State and national efforts to increase training in mathematics and the physical sciences needed in a

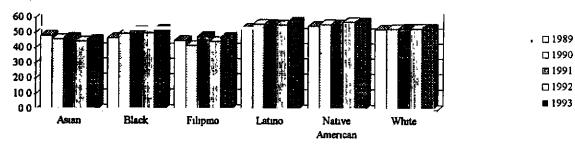
technologically expanding society

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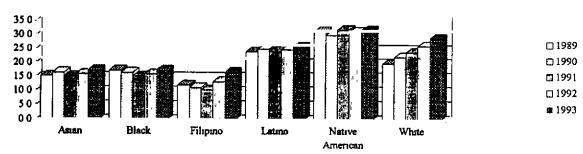
C3

Percentage of Total Bachelor's Degrees Awarded to Community College Transfers by Racial/Ethnic Group, 1988-89 through 1992-93

California State University



University of California



California State University

University of California

	Asian	Black	Filipino	Latino	Native American	White	Asian	Black	Filipino	Latino	Native American	White
1989	48 1	46 7	45 1	53 3	54 7	52 3	15 4	17 4	12 2	24 1	314	199
1990	45 9	498	417	55 9	55 9	52 7	16 6	16 6	112	25 1	30 1	22 3
1991	46 7	514	478	55 8	55 7	53 0	15 3	15 3	10 5	24 4	32 1	23 9
1992	44 6	50 2	44 4	55 6	57 5	53 1	16 1	16 1	13 4	24 9	314	26 2
1993	45 6	52 8	47 6	578	57,4	53 7	17 7	17 7	170	26 1	32 0	29 2

Definition of Measure: Percentage of Bachelor's Degrees Awarded at CSU and UC to students who have

transferred from a California Community College by Racial/Ethnic category

Use(s) of Measure: This measure describes the representation of community college transfer students

among all baccalaureate degree recipients at the State University and the University

Related Measures: Measures V C 1 and V D 1 provide the context of all baccalaureate degrees awarded

Measure V A show graduation and persistence rates for community college transfer students

Comparison Group: This measure is an indicator of the relative importance of the transfer function for access

to a baccalaureate degree for students from different racial/ethnic groups

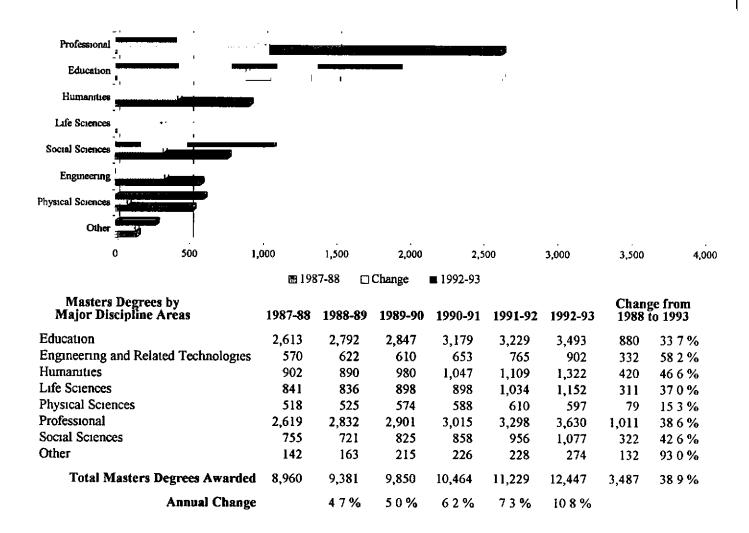
Analysis: Over the last five years, an increasing proportion of baccalaureate recipients from all

racial/ethnic groups except Asians at the State University have completed a portion of their undergraduate studies at the community coileges. The differences in the proportions at the University and State University are primarily a reflection of differences in the

representation of transfer students in the undergraduate enrollments in each of these systems

DI

Master's Degrees Awarded at the California State University by Discipline, 1987-88 to 1992-93, with Change Between 1987-88 and 1992-93



Number of Masters degrees awarded by major discipline by the California **Definition of Measure:**

State University, 1987-88 to 1992-93, as reported to the Commission

Use(s) of Measure: This measure describes changes in the numbers of Masters degrees awarded over the

last six years reflecting changes in students' majors

Related Measures: Measure V D 2 provides this same information for Masters degrees awarded at the University

of California and V C 1 and C 2 present the same data on baccalaureate degrees

Comparison Group: The six-year span provides information on different student cohorts while the major discipline

groups show trends within similar subject areas

Analysis: During this period, the number of masters degrees awarded grew by 39 percent -- nearly 3500

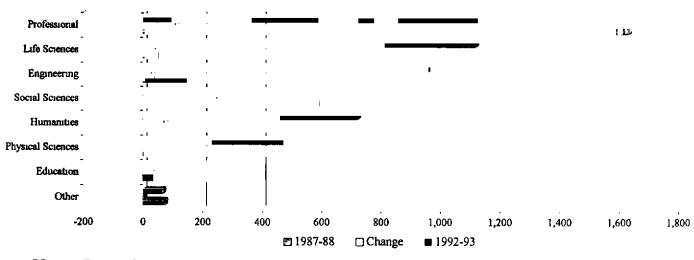
> more degrees The annual rate of change increased each year -- from 4.7 percent increase between 1987-88 and 1988-89 to 10 8 percent between 1991-92 and 1992-93 The largest

increases in the numbers of Masters degrees were in education and professional programs Engineering, humanities, social sciences and liberal arts/interdisciplinary

studies grew at above average rates Physical sciences grew at the slowest rate

D2

Master's Degrees Awarded at the University of California by Discipline, 1987-88 to 1992-93, with Change Between 1987-88 and 1992-93



Masters Degrees by Major Discipline Areas	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93		ge from to 1993
Education	355	340	388	372	392	390	35	99%
Engineering	938	933	888	894	885	965	27	29%
Humanities	650	659	663	739	826	720	70	108%
Life Sciences	1,077	1,113	1,181	1,145	1,131	1,118	41	38%
Physical Sciences	585	593	594	603	535	586	1	02%
Professional	1,631	1,735	1,723	1,713	1,852	1,739	108	66%
Social Sciences	587	626	667	776	810	833	246	419%
Other	70	54	44	69	62	66	-4	-5 7 %
Total MA Degrees Awarded	5,893	6,053	6,148	6,311	6,493	6,417	524	89%
Annual Change 2 7 %		16%	27%	29%	-1 2 %			

Definition of Measure: Number of

Number of Masters degrees awarded by major discipline by the University of California,

1987-88 to 1992-93, as reported to the Commission

Use(s) of Measure:

This measure describes changes in the numbers of Masters degrees awarded over the

last six years reflecting changes in students' majors

Related Measures:

Measure V D 1 provides this same information for Masters degrees awarded at the California

State University and V C 1 and C 2 present the same data on baccalaureate degrees

Comparison Group:

The six-year span provides information on different student cohorts while the major disci-

pline groups show trends within similar subject areas

Analysis:

During this period, the number of Masters degrees awarded grew by only 9 percent -- 524 more degrees. Between 1991-92 and 1992-93, the number of Masters degrees awarded actually decreased. The largest increases in the numbers of Masters degrees were in the social sciences and professional programs. In addition to the social sciences, only education and the humanities grew at above average rates. Masters degrees in the physical sciences grew at the slowest rate, while degrees in liberal arts/interdisplinary studies actually decreased slightly.

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E

Doctorate and First Professional Degrees Awarded at the University of California by Discipline, 1987-88 to 1992-93, with Change Between 1987-88 and 1992-93

Lufe Screnoes								
		-						
Physical Science		<u>.</u>						
Social Sciences	_							
Engineering								
Humanuties		_						
Education								
Professional								
Other	•							
_								
Health Carry			•	-		F		1
Law			=			_		
-200 0	2	.00	400	600		800	1,000	1,200
		23 1981	7-88 □ Cha	inge ■ 199	2-93			
Doctorate Degrees by							Chang	e from
Major Displine Areas	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93		o 1993
Education	107	131	105	150	133	141	34	318%
Engineering	348	373	381	345	393	445	97	27 9 %
Humanities	239	218	250	250	287	283	44	18 4 %
Life Sciences	575	607	549	602	621	642	67	11 7 %
Physical Sciences	523	508	512	627	595	587	64	12 2 %
Professional	70	68	68	65	70	90	20	28 6 %
Social Sciences	384	365	400	388	386	456	72	188%
Other	50	37	46	49	42	31	-19	-380%
Total Doctorates Awarded	2,296	2,307	2,311	2,476	2,527	2,675	379	16 5 %
Annual Change	•	05%	02%	71%	21%	59%		
First Professional Degrees								
Health Professions /						1		
Related Sciences	1,092	1,089	1,095	1,090	1,065	1,063	-29	-2 7%
Law	754	758	770	733	728	785	31	4 1%
		,,,,		,55	720	,05	31	7 1/0

Definition of Measure: Number of doctorates by major discip

Number of doctorates by major discipline and first professional degrees in health and law awarded by the University of California, 1987-88 to 1992-93, as reported to the Commission

Use(s) of Measure:

This measure describes changes in the numbers of doctorates and first professional degrees awarded over the last six years reflecting changes in student choice and opportunities

Related Measures:

Measures V C and V D reflect changes in degrees earned in these disciplines at the baccalaureate and Masters levels

Comparison Group:

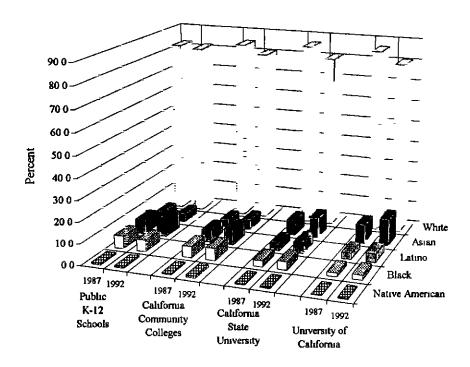
This six-year span provides information on different cohorts of doctoral students while the discipline groups show trend data across disciplines

Analysis:

During this period, number of doctoral degrees awarded grew by 16.5% percent -- 379 more degrees. Unlike the trends among baccalaureate and. Masters degrees, increases in the life sciences, the physical sciences, and engineering accounted for 80 percent of the overall increase. This may bode well for future training and development in the areas needed to support our technologically expanding society. Because enrollments are tightly controlled in both health and law, very small changes occurred in first profressional degree production.

F

Composition of Full-time Instructional Faculty in California Public Education, 1987 and 1992



	K-12 Public Schools		California Community Colleges		California State University		University of California	
	1987	1992	1987	1992	1987	1992	1987	1992
Men	317	29 2	62 9	58 1	75 2	70 4	77 5	73 3
Women	68 3	70 8	37 1	419	24 8	296	22 5	26 7
Asian	4 2	4 3	3 9	5 2	7 3	97	9 2	13 1
Black	61	5 5	5 2	58	2 8	39	18	2 3
Latino	69	8 3	5 8	76	3 6	5 3	3 1	4 1
Native American	08	0.7	06	10	0.5	0.5	0 2	0 3
White	82 2	81 2	84 5	80 4	85 8	80 6	85 7	80 3

Definition of Measure: Gender and racial/ethnic composition of full-time instructional faculty at the State's public

schools, colleges, and universities as reported by each system

Use(s) of Measure: This measure describes changes in the gender and recial/ethnic composition of the

faculties of the State's public institutions of education

Related Measures: Measure I B describes the composition of the state's population and Measures III A and

IV B provide a comparison with the composition of the student populations served

Comparison Group: Changes in faculty composition over a five-year period is time to note progress

Analysis: Women have expanded their representation at all levels of public education in California,

including K-12 where they now comprise over 70 percent Similarly, the representation of all racial/ethnic groups except White faculty have grown over this period. However, White faculty continue to comprise over 80 percent of the faculty in all public systems.

APPENDIX: AB 1808 (Chapter 741, Statutes of 1991)

Assembly Bill No. 1808

CHAPTER 741

An act to add Chapter 4.5 (commencing with Section 99180) to Part 65 of the Education Code, relating to postsecondary education

[Approved by Governor October 8, 1991 Filed with Secretary of State October 9, 1991]

LECISLATIVE COUNSEL'S DIGEST

AB 1808, Hayden Higher education accountability programs Existing law contains various provisions with respect to the

accountability of higher education programs

This bill would require the University of California, the California State University, and the California Community Colleges to each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies, and to submit this information to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission prior to March 1, 1992. The imposition of this requirement on community colleges would create a state-mandated local program.

- (2) The bill would require the commission to review and comment on the utility of these required reports and to offer recommendations for consolidating or eliminating existing reporting requirements, to submit a higher education report to the Legislature and the Governor on or before November 15, 1994, and annually thereafter, which provides specified information to the citizens of the state on the significant indicators of performance of the public colleges and universities, and to develop and adopt a format for the annual higher education report and the information to be included
- (3) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims. Fund to pay the costs of mandates which do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000.

This bill would provide that, if the Commission on State Mandates determines that this bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to those statutory procedures and, if the statewide cost does not exceed \$1,000,000, shall be made from the State Mandates Claims Fund

The people of the State of California do enact as follows:

SECTION 1 Chapter 45 (commencing with Section 99180) is

added to Part 65 of the Education Code, to read.

CHAPTER 45. HIGHER EDUCATION ACCOUNTABILITY PROGRAM

99180. (a) It is the intent of the Legislature that demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money.

(b) It is further the intent of the Legislature that public and private institutions of higher education express expectations of student performance in a manner that is clear to students.

(c) It is further the intent of the Legislature that existing accountability requirements be strengthened through the elimination of unnecessary and redundant reports submitted by the educational institutions to various state agencies. The elimination of these unnecessary reports will save money and allow the institutions to focus their efforts on only the most important reporting requirements.

99181. The University of California, the California State University, and the California Community Colleges shall each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies. The purpose of each report shall be identified, as well as the costs associated with production of the report. Prior to March 1, 1992, this information shall be submitted to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission. The California Postsecondary Education Commission shall review and comment on the utility of the required reports the educational institutions, recommendations for consolidating or eliminating existing reporting requirements in order to reduce operating expenses and streamline reporting provisions.

99182. (a) On or before November 15, 1994, and each November 15 thereafter, the California Postsecondary Education Commission shall submit a higher education report to the Legislature and the Governor which provides information to the citizens of the state on the significant indicators of performance of the public colleges and universities. This annual report shall be presented in a readable format Prior to publication, the commission shall distribute a draft of the report to all public colleges and universities for comment.

(b) The commission, in cooperation with the public colleges and universities, shall develop and adopt a format for the higher education report specified in subdivision (a) and the information to be included. The following types of information shall be considered for inclusion in the report with respect to public universities:

(1) The retention rate of students.

3 Ch 741

(2) The proportion of lower division instructional courses taught by tenured and tenure-track faculty.

• (3) The minimum number of hours per semester required to be spent by faculty in student advisement.

(4) The proportion of graduate and undergraduate students participating in sponsored research programs.

(5) Placement data on graduates.

- (6) The proportional changes in the participation and graduation rates of students from groups historically underrepresented in higher education.
- (7) The proportion of graduate students who received undergraduate degrees (A) at the institution, (B) within the state, (C) within the United States, and (D) from other nations.
- (8) The number of full-time students who have transferred from a California community college.
- (9) Demonstrable evidence of improvements in student knowledge, capacities, and skills between entrance and graduation, where this evidence exists.
- (10) Results of surveys of students regarding student attitudes and experiences, where these surveys exist.
- (c) The following types of information shall be considered for inclusion in the report with respect to public community colleges.

(1) The retention rate of students.

- (2) The proportion of remedial or developmental education courses taught by full-time faculty.
- (3) The number of hours per student per semester spent by faculty in student advisement.

(4) Placement data on graduates.

- (5) The proportional change in the participation and graduation rate of students from groups historically underrepresented in higher education.
- (6) The number of students who have transferred into a four-year, postsecondary institution, by ethnicity and gender.
- (7) Demonstrable evidence of improvements in student knowledge, capacities, and skills between entrance and graduation, where this evidence exists.

(8) Results of surveys of students regarding student attitudes and experiences, where these surveys exist.

SEC. 2. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code If the statewide cost of the claim for reimbursement does not exceed one million dollars (\$1,000,000), reimbursement shall be made from the State Mandates Claims Fund Notwithstanding Section 17580 of the Government Code, unless otherwise specified in this act, the provisions of this act shall become operative on the same date that the act takes effect pursuant to the California Constitution.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor

As of June 1995, the Commissioners representing the general public are.

Henry Der, San Francisco; Chair Guillermo Rodriguez, Jr, San Francisco, Vice Chair

Elame Alquist, Santa Clara Mim Andelson, Los Angeles C Thomas Dean, Long Beach Jeffrey I Marston, San Diego Melinda G Wilson, Torrance Linda J Wong, Los Angeles Ellen F Wright, Saratoga

Representatives of the segments are:

Roy T Brophy, Fair Oaks, appointed by the Regents of the University of California,

Yvonne W Larsen, San Diego, appointed by the California State Board of Education,

Alice Petrossian, Glendale; appointed by the Board of Governors of the California Community Colleges,

Ted J Saenger, San Francisco; appointed by the Trustees of the California State University;

Kyhl Smeby, Pasadena; appointed by the Governor to represent California's independent colleges and universities, and

Frank R Martinez, San Luis Obispo; appointed by the Council for Private Postsecondary and Vocational Education The two student representatives are.

Stephen Lesher, Meadow Vista
Beverly A. Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs"

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California By law, its meetings are open to the public Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph D, who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938, telephone (916) 445-7933

THE PERFORMANCE OF CALIFORNIA HIGHER EDUCATION, 1994

Commission Report 94-19

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include.

- 94-8 Breaking Camp Building a Campus The Commission's Analysis of the Proposal to Create California State University, Monterey Bay, at Fort Ord (June 1994)
- 94-9 Professional Degree Program Fees A Report of the California Postsecondary Education Commission (June 1994)
- 94-10 California's Associate Degree Programs for Preparing Licensed Teacher Assistants. A Report to the Legislature in Response to Senate Bill 156 (Chapter 1345, Statutes of 1989) (June 1994)
- 94-11 The Role of the Commission in Achieving Educational Equity A Declaration of Policy [Original version published in December 1988 as Commission Report 88-42] (June 1994)
- 94-12 Appropriations in the 1994-95 State Budget for Postsecondary Education A Staff Report to the California Postsecondary Education Commission (August 1994)
- 94-13 Faculty Salaries in California's Community Colleges, 1993-94. A Report to the Legislature and Governor in Response to Supplemental Language for the 1979 Budget Act (August 1994)
- 94-14 Executive Compensation in California Public Higher Education, 1993-94 The Second in a Series of Annual Reports to the Governor and Legislature in Response to the 1992 Budget Act (August 1994)
- 94-15 Comments at Public Forums Regarding the Commission's State Postsecondary Review Entity (SPRE) Program and Its Draft Standards, with Staff Responses A Staff Report to the Commission's Ad Hoc Committee on Federal Programs (October 1994)
- 94-16 State Postsecondary Review Entity (SPRE) Standards Adopted on October 24, 1994, and Submitted to the United States Secretary of Education (October 1994)
- 94-17 Fiscal Profiles, 1994 The Fourth in a Series of Factbooks About the Financing of California Higher Education (October 1994)
- 94-18 Proposed Construction of the Palmdale Center of the Antelope Valley Community College District A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges (October 1994)
- 94-19 The Performance of California Higher Education, 1994: The First Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991) (December 1994)